Addendum to the

Administration Guide for Supervising Teachers

For Grade 6 ELA

Please note the Assessment and Evaluation Branch will **not** be collecting a random sample of Grade 6 ELA Standards Test *Student Response Booklets* this semester.

When submitting materials after local marking (to be received by the Assessment and Evaluation Branch no later than June 18, 2004), your package should include:

- All *Marker Sheets*; and
- The *Local Marking Co-ordinator Feedback Form* (see page 15).

Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test

Administration Manual for Supervising Teachers

June 2004

Manitoba
Building for the Future

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Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

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Preface

This *Administration Manual for Supervising Teachers* is distributed to teachers and administrators, and must be read prior to administering the standards test. The rules and guidelines in this manual must be strictly observed to ensure the consistency of standards test administration.

Please use this manual in conjunction with the registration package, the *Policies and Procedures for Standards Tests* handbook and the *Information Bulletin* (these documents are available on our website at: http://www.edu.gov.mb.ca/ks4/assess/publications.html) to gain a full understanding of the protocols and procedures associated with this test. This manual contains general information about the test, step-by-step instructions for each day of the test administration, and policies regarding absenteeism, lateness, violation of rules, etc.

If you encounter exceptional circumstances not addressed in this manual, or if you have further inquiries, contact Brenda Brokenshire, Administrative Officer, at 945-5114 or toll-free at 1 800 282-8069, extension 5114.

Table of Contents

Page

General Information 1
- Features of the test 2
- Test schedule 2

Policies for Standards Tests 3
- Adaptations 3
- Exemptions 3
- Re-read provisions 3
- Return of tests to students 3
- Test confidentiality 4
- Student materials 4
- Students leaving the room 4
- Late arrivals 4
- Student absences 5
- Responding to student questions 5
- Violation of rules 5
- Damaged or misprinted materials 6
  - On test administration date 6
  - During test administration 6

Responsibilities of School Principals 7

Responsibilities of Supervising Teachers 8
- Advance preparations 8
- Prior to test session 9
- Beginning the test session 10
- During the test session 11
- Ending the test session 12
- Submitting materials on June 3, 2004 (the end of the test) 14
- Submitting materials after local marking 14

Appendices 17
Appendix 1: Standards Test Session Rules 19
Appendix 2: Directing Words 20
Appendix 3: Sample Pre-printed Demographic Data Form 21
Appendix 4: Sample Generic Demographic Data Form 22
Appendix 5: Sample Attendance Form 23

General Information

Manitoba Education, Citizenship and Youth develops all standards tests in collaboration with teachers from across the province. This standards test is based on the *Grade 5–8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards* (1996).

The Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test will be administered as an optional test at the discretion of the local jurisdiction. Once the decision is made to administer the test, schools are to follow the test administration procedures set out by the department.

The standards test is locally marked. Participating school divisions/districts and independent schools will determine the percentage of the mark on the standards test to be counted toward the student's final mark to a maximum of 20% of the student's final mark. Student results on the test will be released to students according to local policy on the date designated by local jurisdictions.

Marking instructions are provided by the department immediately following test administration. School principals will receive the Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test *Answer Key and Scoring Rubrics* by June 3, 2004. The *Answer Key and Scoring Rubrics* are to be stored in a secure location until 12:00 noon on June 3, 2004.

All schools should receive the test materials by May 21, 2004. The number of test booklets sent to each school is based on the March 8, 2004 registration information provided by the school. Please advise Brenda Brokenshire, Administrative Officer, at 945-5114 or toll-free at 1 800 282-8069, extension 5114, immediately if the number of students registered to write the test has increased since registration.

Manitoba Education, Citizenship and Youth supports local marking by:

- training representatives from local jurisdictions to act as local marking co-ordinators;
- collecting and scanning all *Marker Sheets* from jurisdictions to provide them with test result summaries;
- centrally marking a random sample of locally-marked test booklets to provide feedback to jurisdictions on their local marking; and
- providing provincially-funded local jurisdictions with $10.00 for each test administered in accordance with the test schedule noted on the following page and marked locally. The calculation is based on the number of students whose completed marking scan sheets have been received.

Features of the test

Please be aware of the following features of the optional 2003–2004 Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test:

- the test will be administered over a three-day period;
- the design of the test incorporates five language arts (speaking is not assessed) and as many specific learning outcomes as large-scale testing permits;
- the core of the test focuses on assessing "at level" performance;
- the *Supervising Teacher's Booklet* will be made available the day before the test (on May 31, 2004);
- activating activities will include brainstorming and large-group discussion which are not scored;
- the test will be divided into two booklets for the students—a *Readings Booklet* and a *Student Response Booklet*;
- students will be free to choose a form for their writing task—a list of choices will be provided;
- the test will be scored locally and a random sample of test booklets from each division or district will be re-marked at the department for central support of classroom instruction; and
- the same test is administered to all students from the three programs.

Test schedule

The following table summarizes the schedule for the Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test:

Date	Session	Preparation Time	Time Required for Activating Activities	Time Required for Test	Additional Writing Time (if needed)
Tuesday, June 1	1	10 minutes preparation and instructions	30 minutes	60 minutes	15 minutes
Wednesday, June 2	2	10 minutes preparation and instructions	15 minutes	60 minutes	15 minutes
Thursday, June 3	3	10 minutes preparation and instructions	N/A	60 minutes	15 minutes

The test must be written in the morning on Tuesday, June 1 to Thursday, June 3, 2004.

The total writing time for each session is 60 minutes plus 10 minutes for preparation and instructions. Additional writing time of 15 minutes is permissible if needed. (Please note that this does not include the time required for the activating activities.)

Policies for Standards Tests

Principals and supervising teachers should be aware that the *Policies and Procedures for Standards Tests* handbook has been distributed to all schools and is also available on our website at: http://www.edu.gov.mb.ca/ks4/assess/publications.html. This handbook outlines current policies and procedures related to the administration of standards tests and reflects the principles and guidelines contained in *Principles for Fair Student Assessment Practices for Education in Canada (1993).*

Adaptations

Schools are asked to identify and submit requests for test adaptations **at the time of student registration**. These requests should be submitted on the *Request for Adaptations Form* included with the registration package. Following departmental review of the adaptation requests received, schools will be advised of the department's decision regarding these requests (see *Policies and Procedures for Standards Tests*, Sections 4.0, 4.1 and 4.2).

Exemptions

Decisions for student exemptions that fall within the guidelines set out in *Policies and Procedures for Standards Tests* (Sections 5.0, 5.1 and 5.2) are made at the school level and do not require departmental approval. Schools are required, however, to report school-based exemptions on the *Student Exemption Report* included with the registration package. If additional student exemptions are needed after the registration deadline date, an additional *Student Exemption Report* should be submitted as soon as possible.

For exemptions that fall outside the parameters of policy and procedure guidelines, requests should be made **at the time of student registration**. Please submit requests in writing to Wenda Dickens, Acting Director, Assessment and Evaluation Branch, 71–1567 Dublin Avenue, Winnipeg, Manitoba R3E 3J5.

Re-read provisions

As the reporting of individual student scores on locally marked standards tests is the responsibility of each local jurisdiction, the re-read policy for these tests is determined locally. Should a re-read be required for a test booklet selected as a sample for departmental marking, the department will return a photocopy of the test booklet upon request. Please contact Brenda Brokenshire, Administrative Officer, at 945-5114 or toll-free at 1 800 282-8069, extension 5114.

Return of tests to students

Local jurisdictions decide whether to keep the test booklets or return them to students. The department will return the random sample of test booklets to schools within three months of marking.

Test confidentiality

Test materials must be kept secure and sealed until administration.

After each session, all materials are returned for safe-keeping to the secure area.

Test booklets must not be reproduced nor information from them communicated in any way until test administration is completed.

The answer keys and scoring rubrics are to be stored in a secure location until the test administration is complete.

Student materials

Students may use the following materials during the Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test:

- blue or black pen
- pencil
- eraser
- highlighter
- pencil crayons
- English dictionary
- thesaurus

Students are not permitted to exchange materials during the test.

The following materials must **not** be used during the test:

- computer or computer programs
- translation devices (including translation dictionaries)

Students leaving the room

Students are expected to remain in the room for the entire session.

However, any student who must leave and re-enter the room should be accompanied by a replacement supervisor. This practice ensures that the supervising teacher can remain in the test room with the students at all times.

Late arrivals

Occasionally, students arrive late on test day. It is strongly recommended that you do not begin the session until all students have arrived. If students do arrive late, they may not enter the test room after the first 15 minutes of the test. Students who arrive late are accompanied by the replacement supervisor to an independent study room.

At the discretion of the school, a make-up session should be scheduled for those students who do arrive late. This make-up session must be completed before the next test session. All components of the test, including make-up sessions, must be completed before the end of the school day on June 3, 2004.

Student absences

Standards tests cannot be written at a later date and reported as a standards test result. The final mark for these students must be identified as a school-based assessment and evaluation practice only (see *Policies and Procedures for Standards Tests*, Sections 6.0, 6.1 and 6.2 for additional information). If a student is absent for any of the three test sessions, the score obtained for the session(s) completed may be used for programming individual instruction, but must not form part of the student's final mark.

Responding to student questions

Avoid making any directing/guiding comments during the test, other than those required for distribution of materials and instructions to students.

No explanations, translations, rephrasing, clarifying statements or comments of a similar nature may be provided about the test content. Supervising teachers can, however, provide clarification regarding test taking rules or procedures.

If a student asks a question related to test content, a suggested response is, "I'm sorry. I can't answer your question. Do your best with it."

Suspected errors in printing or wording should not be communicated to students unless specific instructions are received from the Assessment and Evaluation Branch. You may however contact Jennifer Maw, Assessment Consultant, at 945-3411 or toll-free at 1 800 282-8069, extension 3411 to report any suspected errors.

Violation of rules

The Standards Test Session Rules are read aloud to students by the supervising teacher immediately before each session of the test (see Appendix 1, page 19).

Document any violation of rules on the *Supervising Teacher Report*. This documentation should include:

- the test booklet number; and
- a description of the circumstances, including available evidence.

The student may be permitted to complete the test.

The consequences of any violation of rules is a local decision.

Damaged or misprinted materials

Students should be assured that they will not be penalized for any obvious error in printing or wording. Local marking co-ordinators will be advised of any known errors before the marking session. Return the unused damaged or misprinted booklet(s) with the reports and forms being sent to the department immediately after the final test session.

On test administration date

If a damaged or misprinted test booklet is discovered **at the start** of the test session:

- replace the damaged or misprinted test booklet with a new test booklet; and
- print "DAMAGED" on the test booklet cover and on the *Attendance Form*.

During test administration

If a damaged or misprinted test booklet is discovered **during** the writing of the test:

- give the student a new test booklet (the student keeps the damaged or misprinted test booklet until the end of the session);
- instruct the student to continue responding to test items in the new test booklet;
- collect both test booklets at the end of the test session and ensure that both booklets are kept together by bundling with an elastic band;
- cross out the existing booklet number on the new test booklet and change it to the original booklet number so that **all student responses are recorded under the original booklet number**;
- indicate on the *Attendance Form* that two booklets have been used for one student (see Appendix 5, page 23); and
- record the damaged or misprinted test booklet number on the *Supervising Teacher Report*.

> ***Note:*** *If a printing error is discovered* ***during*** *the writing of the test, the student retains both booklets until the end of the current session. However, the damaged or misprinted test booklet must* ***not*** *be handed back to the student in subsequent sessions. The student* ***must*** *complete the test in the replacement booklet.*

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Responsibilities of School Principals

It is the responsibility of the principals to ensure that the tests are kept confidential until test administration is completed.

Other responsibilities are listed below.

If tests are not in your school by May 21, 2004, contact Brenda Brokenshire, Administrative Officer, at 945-5114 or toll-free at 1 800 282-8069, extension 5114.

Use the *Packing List* to confirm that all materials have been received. Count the shrink-wrapped test booklets to ensure that there are enough booklets for the number of students writing the test. Keep the shrink-wrapped test packages unopened until the morning of the test. If additional test materials are needed, immediately contact Brenda Brokenshire, Administrative Officer.

Store test materials in a secure area in the school.

Provide supervising teachers with a listing of MET numbers for the students registered to write the test. Call the Professional Certification and Student Records Unit at 1 800 667-2378 to obtain MET numbers for new students.

Make arrangements to meet the requirements of the adaptations approved for your students (see Adaptations, page 3 and *Policies and Procedures for Standards Tests*, Sections 4.0, 4.1 and 4.2).

Co-ordinate test scheduling and space requirements.

Minimize the frequency of school announcements during the test sessions.

Ensure that a replacement supervisor is available to accompany students who must temporarily leave the room.

Provide the test materials to the supervising teacher each morning of the test.

Advise the Assessment and Evaluation Branch of school closures or suspended school bus transportation services that occur on the test dates as a result of unusual or extenuating circumstances or inclement weather conditions. Please contact Jennifer Maw, Assessment Consultant, at 945-3411 or toll-free at 1 800 282-8069, extension 3411.

Responsibilities of Supervising Teachers

Supervising teachers administer the test using the step-by-step procedures outlined in the following section.

	Advance preparations
	1. Check with your principal to ensure that:
	– appropriate scheduling and allocation of space for the test has occurred;
	– the test materials itemized on the *Packing List* have been inventoried;
	– a replacement supervisor is available to accompany students who must temporarily leave the room during the test;
	– arrangements have been made to accommodate the adaptations approved for students; and
	– a list of MET numbers for students writing the test is available.
	2. Ensure that all subject-related materials have been removed from the walls and boards.
	3. Notify students in advance of the:
	– time, location and duration of each test session;
	– materials needed to write the test;
	– Standards Test Session Rules (see Appendix 1, page 19);
	– Directing Words (see Appendix 2, page 20); and
	– requirement to remain in the test room for the entire session.
	4. Ensure that you have extra supplies and that there is a functioning pencil sharpener and stapler in the room. Students must not exchange materials during the test.
	5. If there is more than one teacher supervising the test, photocopy the *Supervising Teacher Report*.
	6. Review the sample forms in the Appendices.
	7. On May 31, open the envelope containing the *Supervising Teacher Booklet*. Familiarize yourself with the contents prior to the first session.
	8. Please note that the pre-printed *Demographic Data Forms* already have the students' names and MET numbers and should be distributed accordingly.

Session 1	Session 2	Session 3	
			Prior to test session
			1. Ensure that you have access to the following test materials:
			– *Packing List*;
			– *Readings Booklets* and *Student Response Booklets* (bound together for ease in distribution);
			– *Attendance Forms* (enclosed with shrink-wrapped test booklets);
			– *Supervising Teacher Booklet* (opened May 31, 2004);
			– extra copies of test booklets (four extras + teacher copy);
			– *Demographic Data Forms* (pre-printed and generic);
			– a list of MET numbers for students writing the test;
			– *Supervising Teacher Report*;
			– *Supervising Teacher Feedback Form*;
			– *Administration Manual for Supervising Teachers* (this document);
			– *Extra Pages*; and
			– labelled envelope for return of materials to the Assessment and Evaluation Branch.
			2. Before opening the shrink-wrapped packages, ensure that you have the appropriate test booklets for the program being taught (e.g., French Immersion).
			3. Count the number of test booklets. The number of test booklets should equal the number requested by the school plus the additional booklets. The number of booklets should also be identical to the number on the *Packing List*. If you need to split a bundle of booklets between classrooms, make a photocopy of the *Attendance Form*. Adjust each copy of the *Attendance Form* to reflect the booklets being used in each classroom.
			4. Arrange the desks so they are spaced as far apart as possible. **Note:** Students may be seated in a circle for brainstorming/group discussion portions of the test, if this is normal classroom practice. Appropriate space should be allowed to accommodate this option.

Note: Shaded areas indicate the step is not applicable.

Session 1	Session 2	Session 3	
			5. Remove the following from the envelope labelled "For the Return of Demographic Data Forms":
			– pre-printed *Demographic Data Forms* in alphabetical order for every student who was enrolled in Grade 6 as of September 30, 2003 (see Appendix 3, page 21). Ensure that the school name, school code, and MET numbers appearing on the pre-printed forms are accurate; and
			– generic *Demographic Data Forms* for students who joined the classroom after September 30, 2003, and who are scheduled to write the test (see Appendix 4, page 22). **Note:** Only **one** *Demographic Data Form* should be completed for each student. If a pre-printed *Demographic Data Form* exists for a student, that is the form that should be used. **DO NOT** complete a generic *Demographic Data Form* for that student.
			6. Separate the pre-printed *Demographic Data Forms* and sort them alphabetically for each classroom. Complete generic *Demographic Data Forms*, using the classroom register, for each student who has transferred into the classroom after September 30, 2003, and who is scheduled to write the test. You should now have a form for every student scheduled to write the test.
			7. Make arrangements per school policy to ensure that students who are exempted from writing the test are accommodated in an alternate setting.
			Beginning the test session
			1. Distribute *Readings Booklet* and *Student Response Booklet* (bundled together).
			2. Tell students that while they are working you will:
			– be circulating the *Attendance Form* so they can print their names beside their test booklet number; and
			– write the time and location of the next test session on the board.
			3. Ensure that each student receives the correct test booklet by verifying that the test booklet number corresponds to the student name recorded on the *Attendance Form*.
			4. Remind students to:
			– pace themselves in writing the test; and
			– check over their work to ensure that all questions have been attempted.
			5. Follow the instructions in the *Supervising Teacher Booklet*.

Note: Shaded areas indicate the step is not applicable.

Session 1	Session 2	Session 3	During the test session
			1. Supervise the completion of the *Attendance Form* by ensuring that students print their name beside their test booklet number. Under "Student Attendance During Test Sessions", record a "✓" for present. The names of absent students should be written on the *Attendance Form* so that these students will have a booklet number for subsequent sessions of the test. Indicate that the student is absent by recording an "A" on the *Attendance Form* (see sample *Attendance Form*, Appendix 5, page 23). **Note:** This is the only record connecting students' identities to their test booklet.
			2. Print and shade in the appropriate/corresponding booklet number on each of the *Demographic Data Forms*. The booklet number must match the number beside the student's name on the *Attendance Form*.
			3. Verify that all the information on each *Demographic Data Form* is accurately printed and shaded. Place all used forms in numerical order followed by any unused forms in the labelled envelope provided. Do not use elastic bands, staples or paper clips on these forms as they may damage the sheets. Do not seal the envelope.
			4. Half-way through the test session, advise students of the amount of time remaining by writing it on a board.
			5. Hand out an *Extra Page*, if required.

Note: Shaded areas indicate the step is not applicable.

Session 1	Session 2	Session 3	Ending the test session
			Ending the test session
			1. Collect test booklets from each student. Keep the two booklets together for ease of distribution in the next test session.
			2. Collect the *Student Response Booklet* and *Readings Booklet* from each student. Separate booklets into two piles—one for each booklet. (Note: The *Readings Booklets* are to be retained by the school. The *Student Response Booklets* will be sent for local marking.)
			3. As students submit their test materials, ensure that each test booklet number matches the information on the *Attendance Form* and the *Demographic Data Form* (e.g., cross-reference student name and test booklet number). Each student must have the same booklet number on all test materials.
			4. Place a check "✓" on the *Attendance Form* in the "Student Booklet Submitted to LMC for Marking" column. Staple any extra pages to the question page.
			5. **Record the time students finish writing the test on the *Supervising Teacher Report*.** Do not include extra time given for late arrivals or adaptations.
			6. Stack the test booklets in numerical order.
			7. Complete the *Supervising Teacher Report*. Note any unusual circumstances on this report.
			8. Ensure that the number of check marks in the "Student Booklet Submitted to LMC for Marking" column on the *Attendance Forms* matches your count of the booklets for submission.
			9. Make two copies of the *Attendance Forms* and *Supervising Teacher Report*. One copy must be retained by the school and one forwarded to the local marking site, if a centralized marking model is used.
			10. Complete the *Supervising Teacher Feedback Form*.
			11. Return all test booklets and other test-related materials to the secure area in the school until commencement of the next session, marking or until materials are to be forwarded to the local marking site.
			12. Send materials according to the instructions on the following pages.

Note: Shaded areas indicate the step is not applicable.

Points to Remember

- Remain in the classroom throughout the entire test session and engage in work solely related to the duties of supervising the test.
- A replacement supervisor must be available to assist you.
- Store all documents not in use in a secure area in the school.
- Ensure that once a booklet number has been assigned to a student, all materials distributed to that student have the same booklet number.
- Students may **not** have access to their test booklets between sessions.
- Students may **not** bring anything produced outside of class into the test sessions.

Submitting materials on June 3, 2004 (the end of the test)

It is essential that the following materials are packaged and forwarded to the local marking site immediately after completion of the test if a centralized model is used.

- **All used** *Student Response Booklets*;
- Copy of the *Attendance Forms*; and
- Copy of the *Supervising Teacher Report*.

All other documentation should be verified and returned to the Assessment and Evaluation Branch after the final test session.

- *Attendance Forms*;
- **All used** *Demographic Data Forms* (in envelope provided);
- *Supervising Teacher Report*;
- *Supervising Teacher Feedback Form*; and
- **All** damaged or misprinted booklets.

Schools in the City of Winnipeg return their envelopes to the Assessment and Evaluation Branch in the following way. Mid-Canada Courier is scheduled to pick up envelopes between **1:00 p.m. and 4:00 p.m.** on **June 3, 2004**. If your envelope will not be ready for pickup during these hours, call Mid-Canada Courier (989-5630) to make alternate arrangements.

Schools outside the City of Winnipeg return their envelopes to the Assessment and Evaluation Branch by using the Xpresspost Flexipack envelope provided and taking it to the post office.

Submitting materials after local marking

(to be received by the Assessment and Evaluation Branch no later than June 18, 2004)

When local marking is done at a central location, the **local marking co-ordinator** is responsible for sending the materials to the Assessment and Evaluation Branch. When local marking is done at the classroom level, the **teacher** is responsible for sending the materials to the Assessment and Evaluation Branch.

After local marking has been completed, prepare a package to be received by the Assessment and Evaluation Branch no later than June 18, 2004. This will ensure there is sufficient time for processing prior to semester end.

The package must include:

- **All** *Marker Sheets*;
- Test booklets requested by the department for feedback on the marking process;
- *Sample Request List*; and
- *Local Marking Co-ordinator Feedback Form.*

Jurisdictions within the City of Winnipeg send packages directly to the Assessment and Evaluation Branch via **Mid-Canada Courier (989-5630)**. The person placing the call should quote **account number E901**, give the jurisdiction name, address, and the name of the contact person.

Jurisdictions outside the City of Winnipeg return their package by Xpresspost. It is important to package all materials in the **Xpresspost Flexipack envelope** provided whenever possible.

After the package is sealed, deliver it to the local post office.

We have provided sufficient materials for the return of **one** envelope/package. If you must send a second envelope/package, photocopy the mailing address label and affix the copy to the second package. Note you must use a photocopy of the mailing address label as it provides Canada Post with billing information. Ask the postal clerk for an additional bar code label to attach to the second envelope/package. Ensure that the school representative retains the bar code number in case tracing the package is required.

Return **all** *Marker Sheets*. We remind you that payments will be made according to the number of completed marking sheets received.

Appendices

Appendix 1: Standards Test Session Rules

Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test

The supervising teacher is expected to read these rules aloud to students at the beginning of the Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test:

- Check the titles of your test booklets carefully. Both booklets must have the same number in the upper right corner.
- You must write all your answers in the test booklet. Some questions may be easy and some may be difficult for you. If you cannot answer a question, move on to the next question. When you get to the page that tells you to "stop", do not go further. You may use the extra time to check over your answers.
- If you notice that your test booklet is damaged or it looks like there has been a mistake, please raise your hand, and I will give you another test booklet.
- If you must leave the room, you should return as quickly as possible. A replacement supervisor will go with you.
- At the beginning of the test you should have a blue or black pen, a pencil, an eraser, a highlighter, an English dictionary and a Thesaurus. You may also use pencil crayons. No other materials are permitted.
- You may not help another student. You should not get help from another student. If you need anything during the test, raise your hand and I will come to you.
- During the test I can help you with the directions, but I will not be able to help you with the test questions.
- Do **not** write your name, my name, or the name of our school or town in or on the booklet.
- When I ask you to stop writing, put your pencil down immediately.
- You may not throw away any materials. Any extra paper used must be stapled in your test booklet. You may **not** leave the room with any test materials.

If you do not understand any of these rules, raise your hand and I will explain them again.

Appendix 2: Directing Words

Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test

Students should be prepared to answer questions using the following directing words:

Compare	– connect the points of similarity and/or the points of difference and show how they relate to each other.
Create	– construct, make up, develop, formulate, generate.
Describe	– give details to help the reader understand.
Develop	– build on an idea by adding other ideas and details.
Elaborate	– includes: details, clarity, depth of information, complexity, critical thinking, prediction.
Edit	– correct for grammar and usage, spelling, punctuation and capitalization.
Explain	– make clear; interpret; make plain; tell "how" to do; tell "step-by-step"; tell the meaning of.
Identify	– pick out, select, name.
Include	– put in as part of the answer.
Jot notes	– a way to organize information; notes are made in point form and identify the important information.
List	– itemize, record, specify in point form.
Outline	– a way to organize information; identification of the main idea and supporting information.
Proof	– provide details to support an answer.
Reflection	– a metacognitive process of reviewing and thinking about one's own learning in order to improve learning and/or set learning goals.
Revise	– re-read work to make changes in content to improve clarity and organization.
Scan	– to glance over a selection quickly for specific details.
Skim	– to read for the main idea or gist.
State	– express in your own words, tell exactly.
Summarize	– re-state the important ideas or facts in your own words, using key words and phrases.
Support/supporting details	– use examples from the text to support an idea or opinion.
Web or concept map	– a way to organize information visually; to put ideas on paper and represent the connections between the ideas through circles and lines.

Appendix 3: Sample Pre-printed Demographic Data Form

DEMOGRAPHIC DATA FORM/FORMULAIRE DE DONNÉES DÉMOGRAPHIQUES

803

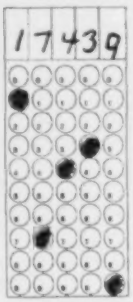
Grade 6 English Language Arts Standards Test—June 2004
Test basé sur les normes — English Language Arts de 6e année — Juin 2004

School/ Ecole	1234 ANY SCHOOL	Program/ Programme	ENGLISH
Name/ Nom	SMITH, ROBERT		
Birth Date/ Date de naissance	08/11/92	Provincial Student Number/ Numéro provincial de l'élève	111 222 333

INSTRUCTIONS TO THE STUDENT:

1. Write and shade in the **Booklet No.**
2. Use an HB pencil only. Do not use ink, ball point, or felt tip pens.
3. Erase cleanly any marks you wish to change.
4. Do not mark other areas on this form.
5. If the pre-printed information is inaccurate, please cross it out and write in the correct information.

Booklet No./
N° de cahier



DIRECTIVES À L'ÉLÈVE:

1. Inscrire votre **N° de cahier** et noircir les cercles qui y correspondent.
2. Utiliser seulement un crayon HB. Ne pas utiliser de stylo à encre ou à bille, ni de crayon feutre.
3. Bien effacer toute marque que vous désirez changer.
4. Ne pas faire de marques à d'autres endroits sur ce formulaire.
5. Si les renseignements pré–imprimés sont inexacts, les rayer et écrire les renseignements exacts.

Appendix 4: Sample Generic Demographic Data Form

SIDE 1

DEMOGRAPHIC FORM

Manitoba Education and Training

INSTRUCTIONS

- Use an HB pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Shade the circle completely.
- Erase cleanly any marks you wish to change.
- Do not mark other areas on this form.

EXAMPLES

WRONG RIGHT

PROGRAM INFORMATION

- (E) English Program
- (I) French Immersion Program
- (F) Français Program

NAME (Last)

NAME (First)

REASON CODE

NOTE:
Complete the Reason Code only for students who "dropped in" to the school and are present to write the test. If the "Other" Reason Code i.e., code 79 is used, please specify the reason for "dropping in" on SIDE 2.

PROVINCIAL STUDENT (MET) NO.

BIRTH DATE

MONTH: Jan, Feb, Mar, Apr, May, June, July, Aug, Sept, Oct, Nov, Dec

DAY

YEAR

BOOKLET NO.

SCHOOL CODE

GENDER (F) (M)

Appendix 4: Sample Generic Demographic Data Form

Appendix 5: Sample Attendance Form

School Number: 9999
Somewhere School
Somewhere Address
Somewhere MB R0R 0R0

Page _____ of _____

ATTENDANCE FORM—JUNE 2004

Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test

Booklet Number	Student Name (*please print*)	Student Attendance During Test Sessions			Student Booklet Submitted to LMC* for Marking (*check* ✓)
		June 1	June 2	June 3	
00001	Cameron Aiello	✓	A^M	✓	✓
00002	DAMAGED				
00003	Wendy Charette	✓	✓	A^M	✓
00004	Justin Chu	A	A	A	
00005	Sandra Jones	A^M	✓	✓	✓
00006	Kevin Melnychuk	✓	A	A	
00007	UNUSED				
~~00008~~	Used with 00001 (damaged)				
~~00009~~	Used in another classroom				
~~00010~~	Used in another classroom				

Note: Record a "✓" for Present. An "A" indicates a student is Absent. An "A^M" indicates a make-up session was administered.

Mrs. Gail Cronkite

Supervising Teacher's Name (*please print*)

Please retain a copy of this form for your records. You will need a copy of this form to link your locally marked test with a student's name.

***Local marking co-ordinator**

W:\ehsent\EXAMS\ELA\2004 test\grade6\Admin Manual Sup Tchrs.doc

Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test

Supervising Teacher's Booklet

June 2004

Manitoba
Building for the Future

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Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

OUTLINE OF DEPARTMENTAL TEST
SUPERVISOR'S TASKS

This outline is intended to provide an overview of the Supervising Teacher's tasks during the three test sessions.

Day	Supervising Teacher's Activities	
	Before Test Begins	**During Test**
Day 1 • Activation • Listen to journal and respond to (or answer) questions • Read a set of articles and respond to (or answer) questions • Complete reflection task • At-home discussion	• Prepare chart paper for class KWL • Distribute test booklets • Read test introduction aloud • Conduct activating strategies • Read test instructions for Day 1 aloud • Get students ready for listening activity	• Guide students through listening activities • Get students started on individual work • Record student name beside booklet ID on *Attendance Form* • Complete *Demographic Data Form* • Remind students of time remaining • Remind students that they can go back and check their work
Day 2 • Activation • Read poem and respond to (or answer) questions • Read an article and respond to (or answer) questions • Write a report or speech	• Distribute test booklets according to *Attendance Form* • Read aloud the test instructions for Day 2 • Conduct activating strategy	• Remind students of time remaining • Remind students that they will have time to work on the final draft of their writing task tomorrow • Remind students that they can go back and check their work
Day 3 • Activation • Revise and edit writing task • Design a t-shirt • Reflect	• Distribute test booklets according to the *Attendance Form* • Read aloud test instructions for Day 3	• Remind students of time remaining • Remind students that they can go back and check their work

Refer to the *Administration Manual for Supervising Teachers* for daily activities before and after the test session.

SUPERVISING TEACHER'S DIRECTIONS FOR INTRODUCING THE TEST

Note: Supervising Teacher reads aloud all BOLD text.

Test Introduction

Supervising Teacher says:

The Grade 6 English Language Arts test will be written in three sessions. Each session will be held on a different day. Today's session will last 90 minutes.

The test is based on the theme "Space", and you will be asked whether or not you would like to go on a 2-week space mission. Today you will listen to several entries from a space colonist's diary called "Alpha Nine: A New Adventure", and respond to (or answer) several questions. You will read a set of articles called "Space Stuff", and respond to (or answer) several questions. You will also be asked to think about today's activities and to reflect. All of this information may help you decide whether or not you would like to go on the space mission.

Before we begin, please turn to page 1 of your *Student Response Booklet* and follow as I read the instructions for today's test.

INSTRUCTIONS FOR STUDENTS

(Read aloud by Teacher)

- This test is written in three sessions. Today's activities will last 90 minutes.
- Do **NOT** write your name in the test booklet.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is legible.)
- Listen to and/or read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test.
- Raise your hand if you have questions during the test.

Before we start the test, we will spend some time talking about space. Let's begin!

Day 1

Activation

Note to Supervising Teacher:
Activating strategies have been designed to stimulate thinking about the theme "Space" and to help students focus their thoughts for the writing task on Day 2. The activation strategies should flow directly into the formal portion of the test.

We suggest you skim the activating strategies so you can effectively follow the plan.

[Record the start time of activation now.]

Supervising Teacher reads aloud:

> **Throughout this test you will be involved in a variety of speaking, writing, listening, reading, representing and viewing activities that will give you more ideas for your writing task.**
>
> **Let's start by looking at page 2 of your *Student Response Booklet* together.**
>
> **As I said earlier, the theme of this test is "space". The Manitoba Aeronautical Space Agency , or MASA, is putting together a team of space explorers—this is their recruitment poster.**
>
> [The Supervising Teacher reads the recruitment poster to the student.]
>
> **The recruitment poster asks you whether or not you would like to go on a 2-week journey to explore space. You don't have to make a decision right now. Over the next two days, you are asked to think about this decision. You will use information that you see and read in this test, and any information you already know about space to make an informed decision.**
>
> **This test leads you towards two major activities. During Day 2, you will have to decide whether or not you want to be part of this space exploration team. The formal tasks are then outlined for you on Page 3 of your *Student Response Booklet*. Let's read it together.**

As you work through the test, your activities will lead you to two major tasks:

Task number 1 is the:

WRITING TASK

Task: Write a speech or report to the Manitoba Aeronautical Space Agency (MASA) to explain whether or not you would like to go on a two-week space journey as part of an exploration team.

Purpose: To explain your decision with supporting details and description.

Task number 2 is the:

REPRESENTING TASK

Task: Design a t-shirt.

Purpose: To celebrate space exploration.

Remember, you will complete these two tasks later in the test. You will be collecting information over the next two days to help you.

Before we move on, I want to introduce two characters that you will see throughout the test. Back on page 2 of your *Student Response Booklet*, we have "Astro" (point to the character in the space suit on the left hand side of the page) **and "Nat"** (point to the little creature peeking out of the crater on the bottom right hand side). **Watch for these characters—they can provide helpful hints and instructions along the way.**

When you were first asked whether you would like to go on a space exploration mission, you probably had an immediate response. Some people are very excited, and ready to go without any further information, some people absolutely don't want to go, while many others aren't sure. We'd like to get a measure of what you think, right at this moment. On page 4 of your *Student Response Booklet*, you will see a gauge [give students a bit of time to turn to the correct page]. **On the left side, we have "No way! I'll stay on Earth". In the middle, we have "Not Sure! I need more information". And on the right side, we have "All Set! Let's Blast Off!". Please draw a line anywhere on this gauge to show how you feel right now about joining the space exploration team on a two-week journey to explore space.**

[Allow time for students to make their choice. Continue once all students have made their choice.]

Activity—Class KWL

At the beginning of each day, we will begin with a class KWL to activate students' knowledge of space and space exploration. Prepare sheets of chart paper for each day's session—one for the "K", one for the "W" and one for the "L" (clearly mark them as either "Day 1", "Day 2" or "Day 3).

Writing on the charts should be large enough that all students can read the information. Students may want to use the information for their writing and representing activities. The KWL charts should be posted in the room during all testing activities over the three-day period

This activity will take approximately 15 minutes.

Let's spend some time thinking about space and space exploration. We are going to use a class KWL to help us organize our thoughts. The information that we collect on the class KWL may be useful for your writing and representing tasks that will come on days 2 and 3.

Think about what you already know about space exploration. What can we put under the "K" on our class KWL?

[Allow time for students to think about the question and offer suggestions for the chart. Record this information on your class KWL. Try to hear from the majority of students in the classroom.]

Great! Now, remember that you need to decide whether or not to go on a space exploration mission. There are probably some unanswered questions that you have about space exploration. I would like you to think about what you need to know, or want to know, in order to make this decision. What questions should we put under the "W"?

[Allow time for students to think about their questions and offer their suggestions to the class. Again, record this information on the class KWL.]

Those were great ideas and questions! We now have information under our "K" and some questions under our "W". We will revisit the "L" tomorrow to record what we learned.

The KWL will be useful because it helps to organize our ideas and information about space and space exploration. Turn to pages 5 and 6 of the *Student Response Booklet*. *Charting My Thoughts* will help to organize our ideas. As you work through the test, you will read different poems and articles, you will see pictures, and you will form new ideas of your own. This chart asks you to identify specific reasons for why you would like to go to space and for why you would not like to go to space. After each activity, you will be asked to return to this chart and to identify

the different reasons. If you look down the left side of the chart, you will notice that the categories have been divided into Day 1 activities (on page 5) and Day 2 activities (on page 6). These are also divided by the title of the text or reading. At the top, you even have a section for your own ideas. You can fill this box in at any time throughout the test.

On the top left corner of this page, you will see "Nat" waving a little flag. This symbol will remind you to return to *Charting my Thoughts* and record your reasons.

Finally, if you look at the bottom of page 6, you will see a question. This question should be answered once you have completed all the readings. There will be a reminder in the test booklet to tell you when to complete the question.

Do you have any questions about the chart?

[If the students do have questions, answer them to the best of your ability.]

Activity—Splash Page

OK, open the *Readings Booklet* and turn to page 1. The *Splash Page* presents several visuals about space and space exploration. Spend a few minutes looking at these pictures. What do you see? As you are looking at, and thinking about, these pictures you may want to make notes on the page, add captions, or sketch visuals or headlines to show your thinking.

Before you begin this activity, notice the picture of "Nat" at the bottom of the page. This should remind you to return to *Charting my Thoughts* on Page 5 to add new information. You need to identify reasons why you would like to go to space and reasons why you would not like to go to space. These reasons should be listed in the boxes for the "Splash Page" found under the Day 1 category. [Point to the correct box as you hold up the page].

[Allow students 5-10 minutes to view the pictures and begin their *Charting My Thoughts*].

[Record the start of test time on the *Supervising Teacher Report*.]

And now we will listen to a story called "Alpha Nine: A New Adventure". This story is about a person who has been selected for a space mission. I will be reading this story aloud in three sections. Turn to page 7 in your *Student Response Booklet*. The chart is divided into three sections—before, upon arrival, and after a while. Notice that you will need to think about experiences or events in the story, feelings that the writer had, and why you think the writer felt that way. Now I will begin reading the first section.

Alpha Nine: A New Adventure

Before Leaving

1 July 2070

In one way, it is the most exciting thing to ever happen. Just knowing that in eight days I'll be going on the greatest adventure of all time. BUT, at the same time it's a little scary, too. I can't believe that I was one of the fifty-five people that have been carefully selected to travel through space to Alpha Nine, a state of the art space station.

This kind of thing has never been done before. Setting up a permanent community in space. There will be schools to learn, jobs for adults to make a living, stores to buy things—everything. Imagine it! Living in outer space! This is one of the things that dreams are made of. In my dreams at least - seeing stars, asteroids, maybe even a black hole or comet up close. WOW!

Eight days and counting! Will the day never get here?

9 July 2070

I can't believe it! The day is finally here! I can't stop the shivers from running up and down my spine. One minute I'm sweating from the excitement of it all, then the next minute I'm freezing with fear. We are actually leaving. New sights, sounds and adventures are only hours away!

It has been said for many years now that there is life out there, somewhere in the universe. That someday we may have the chance to explore other worlds. Now, we are getting the opportunity to find out.

Despite being excited, I'm a little nervous. What if something breaks on the space station and we don't have the right equipment to fix it? What if someone gets really sick? What if I get really sick? Who will help me? Are there enough doctors and medicines on Alpha Nine for everyone? It's not like we can return to Earth any time we want to.

Stop worrying! This is a chance of a lifetime. Think positive thoughts.

9 July 2070 Later that day

The shuttle that is taking us to Alpha Nine doesn't look very big. I sure hope that the space station is a lot bigger. I know that I'll have to get used to small, close, tight spaces. That may not be all that easy – I'm a little claustrophobic.

Boy, I sure hope that we have everything that we'll need!

O.K., let's stop for a moment. Turn to page 7 of your *Student Response Booklet* and read question 1 to yourself.

[Allow time for students to read the question.]

We have just heard about one person's thoughts, feelings and experience just before leaving on a space mission.

Notice that the box on page 7 is divided into three sections—before leaving, upon arrival, and after a while. Right now, we are going to complete the "before leaving" section.

From the information you just heard, identify an experience or event that the writer had. Write your answer under "experience or event" in the first section, called "before leaving" [point to the correct spot]. **You can use the example in the shaded area to help you.**

O.K., now identify a feeling that the writer had during that experience or event. Write your answer under "feeling" in the first section. [Point to the correct spot.]

Excellent. Now identify a reason why you think the writer felt that way. Your answer goes in the third spot under "before leaving". [Point to the correct spot.]

Now that we have completed the "before leaving" section, let's go back to the journal to find out what happened once the writer arrived at Alpha Nine.

Upon Arrival
1 August 2070

It is hard to fully explain how I feel seeing Alpha Nine for the first time. It's like being swallowed up by a whale that is at least a hundred times larger than the biggest one on Earth. This space station is huge! If I didn't know any better, I'd say that it was larger than the city of Winnipeg. At first, from a distance, it looks quite small. But that is because you are still a couple hundred kilometres away. Slowly, as you get closer and closer it grows to this massive looking ship. I'll never forget that moment. It's burned into my brain. All of the holomovies (three dimensional movies) that they showed us to prepare for this adventure could not have prepared me for this sight. Rows upon rows of windows loomed overhead. Millions of different coloured lights flashed against the blackness of the dark, space sky.

Our approach to the docking bay is a little unnerving. Don't you just love space lingo? Docking bay is just a fancy word for space garage. Anyway, as we get closer to the main doors, they seem to grow and grow. WOW! They're huge! As the docking bay slowly opens up, I expect to see activity everywhere. But, all I see is a depth of black nothingness. All is dark and we are gliding into it. How can the pilot see? Are we going to crash or is everything done by automatic pilot? I sure hope it is! Landing is kind of anticlimactic. We have to wait while the docking bay doors shut and the room becomes pressurized. We can't walk out without oxygen and gravity. That would be disastrous. We have been in the shuttle for six days and are anxious to get off. Finally, the lights come on.

Now let's go back to page 7 of the *Student Response Booklet*. It's time to complete the "Upon Arrival" section. Using the information you just heard, identify an experience or event that the write had upon arrival at Alpha Nine. Then identify a feeling that the writer had, and identify a reason why you think the writer felt that way. Remember to use the example in the shaded area to help you. Take a few minutes to write your response now.

[Allow a few minutes for the students to complete this section.]

Let's return to the journal, and find out what happened "after a while".

After a While
10 August 2070

Picture in your mind, everything like Earth but not on Earth. Everything transported into a new environment, thousands of kilometres away. It's really eerie how similar the two places are. There are fields for growing crops and raising livestock, streets running between buildings, recreation areas like a hockey rink, forests and even a beach. That's good because I love lying on hot sand then jumping into cool, refreshing water. The only thing that is really hard to adjust to is not having a sky in the same way that we know it to be. You see the light is all artificial. It has the same benefits as the sun without the harmful effects. You just turn it on and off like a light switch. It's weird.

One of the coolest things here is the main source of transportation – the scooter! There is nothing like buzzing up and down the streets. They are really nothing but wide hallways, but we treat them like the streets on Earth. I can't believe that there are traffic lights and crosswalks. The developers of the station wanted this to be as Earth-like as possible. They sure succeeded. Things aren't as different as I'd thought that they'd be.

12 August 2070

Man, I can't stand the living quarters! They are so dull and drab. Everyone's is the same. The living room has the same beige couch, the same stuffed chair, the same coffee table, and the same holoscreen (what we used to call a TV). The bedrooms are no different. BORING!!! With a capital B! There are no pictures on the walls or even a window. There is absolutely no colour whatsoever. I have to see what I can do about this. Paint. That's what it needs—colourful paint. I need to do something just to keep my sanity.

As for meals, unfortunately things aren't like they are in the holomovies. You cannot just call something out to a wall and have what you want to magically appear. Meals are enjoyed in the dining hall. They do offer a variety of different dishes, but it's not like homemade. I was a pretty good cook before I came here. That is one of the things I really miss about Earth – cooking.

Oh, well. I wonder what tomorrow will bring.

Again, let's go back to Page 7 of the *Student Response Booklet*. You can now complete the "after a while" section. Remember, you need to identify an experience or event that the writer had after a while. Then identify a feeling that the writer had after a while. And then identify a reason why you think the writer felt that way.

Once you have completed the "after a while", you can work through the rest of the test on your own.

Work up to page 13 of your booklet. If you finish early, you may spend any remaining time to check over the work you did today.

At the end of the 60 minutes, Supervising Teacher says:

That is all the time we have today. Remember to talk about space exploration with your friends and at home. What do they know, and how do they feel about space exploration?

Day 2

Note: The Supervising Teacher reads aloud all BOLD text.

Test Introduction

Supervising Teacher says:

Today you will be reading and responding to questions about a poem, "Valentine for Earth" and some information about Canadian astronauts. Then you will work on your writing task.

At the end of yesterday's activities, you were asked to talk about some of the ideas from the test with your family and friends.

Let's go to our class KWL. What new information have you learned since yesterday?

[Record the information under the "L".]

Remember all the things you read about and thought about yesterday? Do you have any new questions?

[Record the information under the "W".]

Good work! Today is the day you begin your writing task. Open your *Student Response Booklet* to page 21. Follow along as I read the information for the writing task. Supervising Teacher reads the task, purpose, audience, form and length to the students.

Supervising Teacher continues:

At the bottom of the page there are four flags. These flags contain information about how your writing will be assessed. Read the information silently while I read it to you. Supervising Teacher reads information about ideas, organization, language, and mechanics.

Supervising Teacher continues:

Before you begin your writing task you may want to use a planning strategy to help you plan for your writing. Four planner choices are listed on page 22. You may use one of these planner choices, or you may use a planner of your own.

Your writing task will begin on page 23. You do not need to double space, but please make sure your writing is dark and easy to read.

Tomorrow, when we meet again, you will revise and edit your writing task. We will talk more about the revise and edit tomorrow.

We are ready to begin the test. Please turn to page 15 of the *Student Response Booklet* and follow as I read the instructions for today's test session.

INSTRUCTIONS FOR STUDENTS

(Read aloud by Teacher)

- Today's test session will last 75 minutes.
- Do **NOT** write your name in the test booklet.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is legible.)
- Listen to and/or read the instructions carefully for each test activity.
- Read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test.
- Raise your hand if you have questions during the test.

Today, you will read a poem and several articles. After each text, you will answer (or respond to) a number of questions. Then you will work on the writing task.

Remember to go back to *Charting My Thoughts* each time you complete a section. Look for "Nat"—he will remind you.

You may begin on page 16.

[Begin timing the test now. Record the start time on the Supervising Teacher Report.]

At the end of the 60 minutes, Supervising Teacher says:

That is all the time we have today. If you didn't complete your writing task, you will be able to finish it tomorrow.

[Record the start time on the test.]

Day 3

Note: The Supervising Teacher reads aloud all BOLD text.

Test Introduction

Supervising Teacher says:

Let's go to our class KWL. What new information have you learned since yesterday?

[Record the information under the "K".]

Remember all the things you read about and thought about yesterday? Do you have any new questions?

[Record the information under the "W".]

Today, you will continue to develop your writing task. If you did not finish your writing task yesterday, you may work on it today. Once your writing task is complete, you will design a t-shirt to celebrate space exploration and respond to a question about your t-shirt. You will then be asked to think about how you learned over the last three days and respond to (or answer) a question.

We are ready to begin the test. Now open your *Student Response Booklet* to page 29 and follow as I read the instructions for today's test session.

When you are ready to revise and edit your writing task, use the checklists on pages 31 and 32. You should do your revisions and edits in a different coloured pen or pencil crayon.

INSTRUCTIONS FOR STUDENTS

(Read aloud by Teacher)

- Today's test session will last 60 minutes.
- You will be required to work on your own for today's test.
- Do **NOT** write your name in the test booklet.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is dark enough to read.)
- Read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test
- You will need pencil crayons for question 13.
- Raise your hand if you have questions during the test.

You may begin.

[Begin timing the test now. Record the start time on the Supervising Teacher Report.]

Acknowledgements

Benson, Ron; Bryan, Lynn; Newlove, Kim; Player, Charlotte; Stenson, Liz. "The Astronaut Files." *Collections: Space, Stars and Quasars*, Prentice Hall Ginn Canada, per the Pan Canadian Copyright Agreement.

Cohn Livingston, Myra. "Secrets." *Space Songs*, New York, Holiday House, c1988, per the Pan Canadian Copyright Agreement.

Frost, Frances. "Valentine for Earth." *Knock at the Door*, Holt, Rinehart and Winston of Canada, Ltd., 1988, per the Pan Canadian Copyright Agreement.

NASA. Biographical information on Dave Williams, Marc Garneau, Julie Payette and Chris Hadfield. www.jsc.nasa.gov/bios/htmlbios March 31, 2003, per the Pan Canadian Copyright Agreement.

Illustrations and Photos

Page 7 of the Student Response Booklet. Model of the Viking 2 lander shows the spacecraft on the surface of Mars. Page 37. *Space Travel and Exploration*, Twenty-First Century , Books, 1997, per the Pan Canadian Copyright Agreement.

Page 7 of the Student Response Booklet. Astronauts in space. "Space Stations." Page 11. *Children's Press, 1997,* per the Pan Canadian Copyright Agreement.

Page 7 of the Student Response Booklet. Japanese H-II lift-off. "Exploring Space." Page 13. *Reed International Books Limited*, 1994, per the Pan Canadian Copyright Agreement.

Page 7 of the Student Response Booklet. Rocket Border. "The History News in Space." Cover page. Candlewick Press, August 2000, per the Pan Canadian Copyright Agreement.

Page 7 of the Student Response Booklet. Saturn. "Exploring Space." Page 4. *Reed International Books Limited*, 1994, per the Pan Canadian Copyright Agreement.

Page 1 of the Student Response Booklet. "Image of the Earth taken by the Apollo 17 Crew" www.space.gc.ca/asc/eng/default.asp February 7, 2003, per the Pan Canadian Copyright Agreement.

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Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test

Readings Booklet

June 2004

Manitoba
Building for the Future

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Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

Table of Contents

Splash Page 1

Alpha Nine: A New Adventure 3
Anonymous

Space Stuff: Did You Know? 6
Anonymous

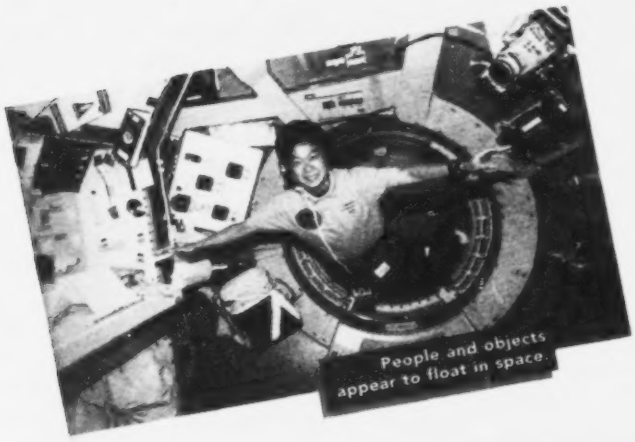
Valentine for Earth 9
Frances Frost

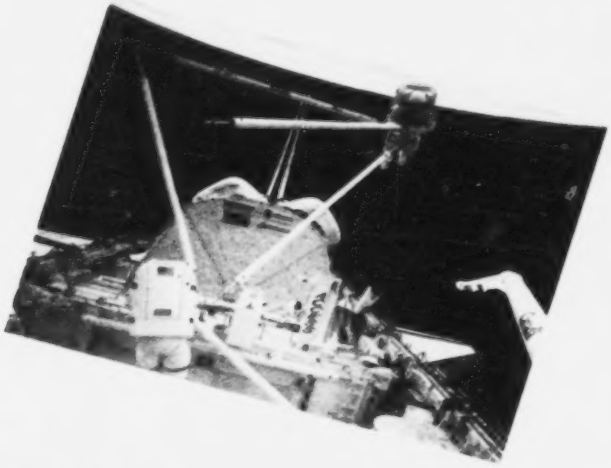
MASA: Meet the Panel 10

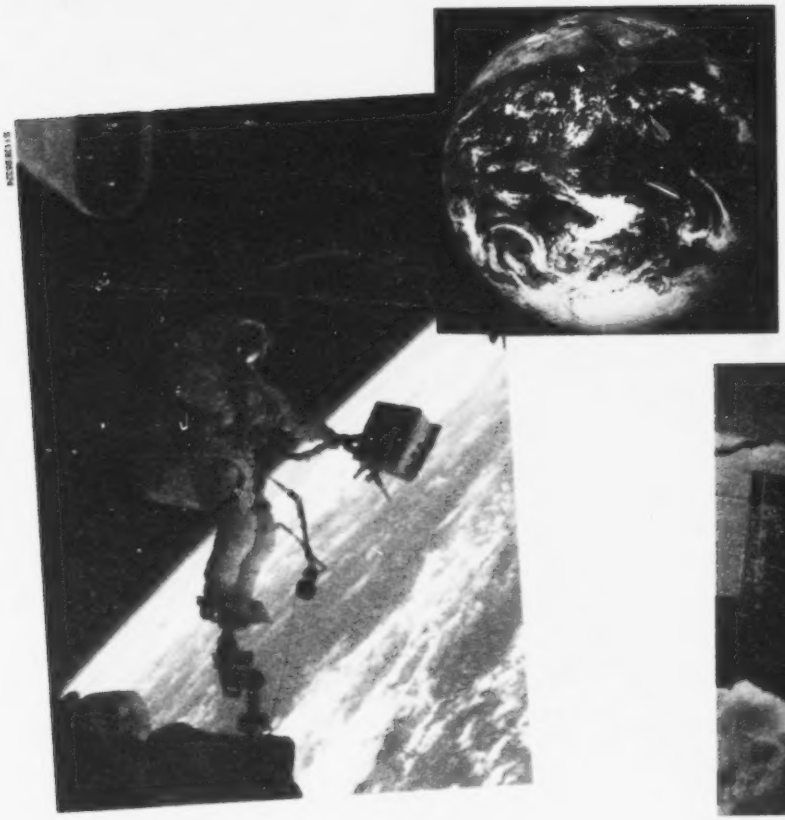
Acknowledgements 13

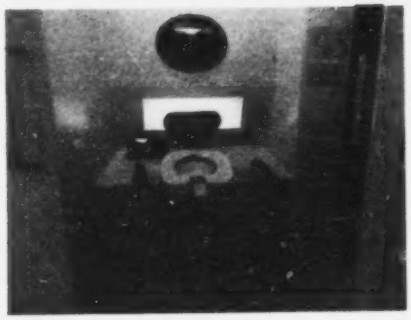
Splash Page

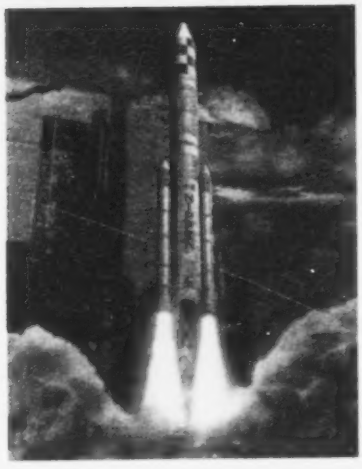
View the following pictures and think about what you see. You may make notes, add captions, and include other visuals or headlines to show your thinking and/or questions.











After looking at these pictures, you may want to add new ideas and questions to Charting My Thoughts on pages 5 and 6 of the *Student Response Booklet*.

Alpha Nine: A New Adventure

Colonist: someone who moves into a new place and establishes or forms a settlement; a settler

Before Leaving

1 July 2070

In one way, it is the most exciting thing to ever happen. Just knowing that in eight days I'll be going on the greatest adventure of all time. BUT, at the same time it's a little scary, too. I can't believe that I was one of the fifty-five people that have been carefully selected to travel through space to Alpha Nine, a state of the art space station.

This kind of thing has never been done before. Setting up a permanent community in space. There will be schools to learn, jobs for adults to make a living, stores to buy things—everything. Imagine it! Living in outer space! This is one of the things that dreams are made of. In my dreams at least - seeing stars, asteroids, maybe even a black hole or comet up close. WOW!

Eight days and counting! Will the day never get here?

9 July 2070

I can't believe it! The day is finally here! I can't stop the shivers from running up and down my spine. One minute I'm sweating from the excitement of it all, then the next minute I'm freezing with fear. We are actually leaving. New sights, sounds and adventures are only hours away!

It has been said for many years now that there is life out there, somewhere in the universe. That someday we may have the chance to explore other worlds. Now, we are getting the opportunity to find out.

Despite being excited, I'm a little nervous. What if something breaks on the space station and we don't have the right equipment to fix it? What if someone gets really sick? What if I get really sick? Who will help me? Are there enough doctors and medicines on Alpha Nine for everyone? It's not like we can return to Earth any time we want to.

Stop worrying! This is a chance of a lifetime. Think positive thoughts.

9 July 2070 Later that day

The shuttle that is taking us to Alpha Nine doesn't look very big. I sure hope that the space station is a lot bigger. I know that I'll have to get used to small, close, tight spaces. That may not be all that easy – I'm a little claustrophobic.

Boy, I sure hope that we have everything that we'll need!

Upon Arrival

1 August 2070

It is hard to fully explain how I feel seeing Alpha Nine for the first time. It's like being swallowed up by a whale that is at least a hundred times larger than the biggest one on Earth. This space station is huge! If I didn't know any better, I'd say that it was larger than the city of Winnipeg. At first, from a distance, it looks quite small. But that is because you are still a couple hundred kilometres away. Slowly, as you get closer and closer it grows to this massive looking ship. I'll never forget that moment. It's burned into my brain. All of the holomovies (three dimensional movies) that they showed us to prepare for this adventure could not have prepared me for this sight. Rows upon rows of windows loomed overhead. Millions of different coloured lights flashed against the blackness of the dark, space sky.

Our approach to the docking bay is a little unnerving. Don't you just love space lingo? Docking bay is just a fancy word for space garage. Anyway, as we get closer to the main doors, they seem to grow and grow. WOW! They're huge! As the docking bay slowly opens up, I expect to see activity everywhere. But, all I see is a depth of black nothingness. All is dark and we are gliding into it. How can the pilot see? Are we going to crash or is everything done by automatic pilot? I sure hope it is! Landing is kind of anticlimactic. We have to wait while the docking bay doors shut and the room becomes pressurized. We can't walk out without oxygen and gravity. That would be disastrous. We have been in the shuttle for six days and are anxious to get off. Finally, the lights come on.

After a While

10 August 2070

Picture in your mind, everything like Earth but not on Earth. Everything transported into a new environment, thousands of kilometres away. It's really eerie how similar the two places are. There are fields for growing crops and raising livestock, streets running between buildings, recreation areas like a hockey rink, forests and even a beach. That's good because I love lying on hot sand then jumping into cool, refreshing water. The only thing that is really hard to adjust to is not having a sky in the same way that we know it to be. You see the light is all artificial. It has the same benefits as the sun without the harmful effects. You just turn it on and off like a light switch. It's weird.

One of the coolest things here is the main source of transportation – the scooter! There is nothing like buzzing up and down the streets. They are really nothing but wide hallways, but we treat them like the streets on Earth. I can't believe that there are traffic lights and crosswalks. The developers of the station wanted this to be as Earth-like as possible. They sure succeeded. Things aren't as different as I'd thought that they'd be.

12 August 2070

Man, I can't stand the living quarters! They are so dull and drab. Everyone's is the same. The living room has the same beige couch, the same stuffed chair, the same coffee table, and the same holoscreen (what we used to call a TV). The bedrooms are no different. BORING!!! With a capital B! There are no pictures on the walls or even a window. There is absolutely no colour whatsoever. I have to see what I can do about this. Paint. That's what it needs—colourful paint. I need to do something just to keep my sanity.

As for meals, unfortunately things aren't like they are in the holomovies. You cannot just call something out to a wall and have what you want to magically appear. Meals are enjoyed in the dining hall. They do offer a variety of different dishes, but it's not like homemade. I was a pretty good cook before I came here. That is one of the things I really miss about Earth – cooking.

Oh, well. I wonder what tomorrow will bring.

Space Stuff: Did You Know?

The Question Everyone Asks!

During early space missions astronauts used to catch body wastes with adhesive tape! Now it is a much less sticky situation.

The question astronauts hear most is, "How do you use the toilet on the space shuttle?" The answer is that it isn't simple. The toilet has to have foot, thigh and hand holds to keep the astronauts from floating away! And it doesn't flush. Instead, each astronaut has a device that fits at the end of a vacuum. Liquid waste is sucked away and then pumped into a waste-water tank. A fan pulls the solid waste out. Then it is dried and disinfected. Well, you did ask!

Sleep Tight!

Zero gravity means sleeping is more than a little tricky. You can't really lay your head down when you don't know which way is up, and your blanket is likely to drift off before you do. Imagine trying to get to sleep when you're strapped into your bed with a head restraint, mask, and earplugs!

Well, that is exactly how astronauts sleep. Some astronauts like to float free in the shuttle to sleep, gently bouncing off a wall once in a while. What's worse, while they're travelling in space they pass through several sunrises and sunsets, so it's hard to tell if it is day or night.

How relaxing!

The Soup is Loose

Astronauts have to be careful eating in space because their food can float away. Spills onboard can be a big problem. If someone shouts, "The soup is loose!" everyone rushes to catch it. Floating food can be dangerous because it can end up in someone's eye, nose or ear, ruin experiments and knock out power.

Sticky foods are the best. Crumbly food isn't sent to space. Can you imagine crumbs floating around in the shuttle? It would be like being in a dust storm all the time! Many foods are dehydrated so they weigh less and take up less room. Water is added as needed. Astronauts can add hot water for hot food, but there is no refrigerator on the shuttle, so no cold drinks.

Rub-A-Dub-Dub

After a long, hard day's work the astronauts might look forward to a shower, but they can't find one in space. So how do crew members keep clean?

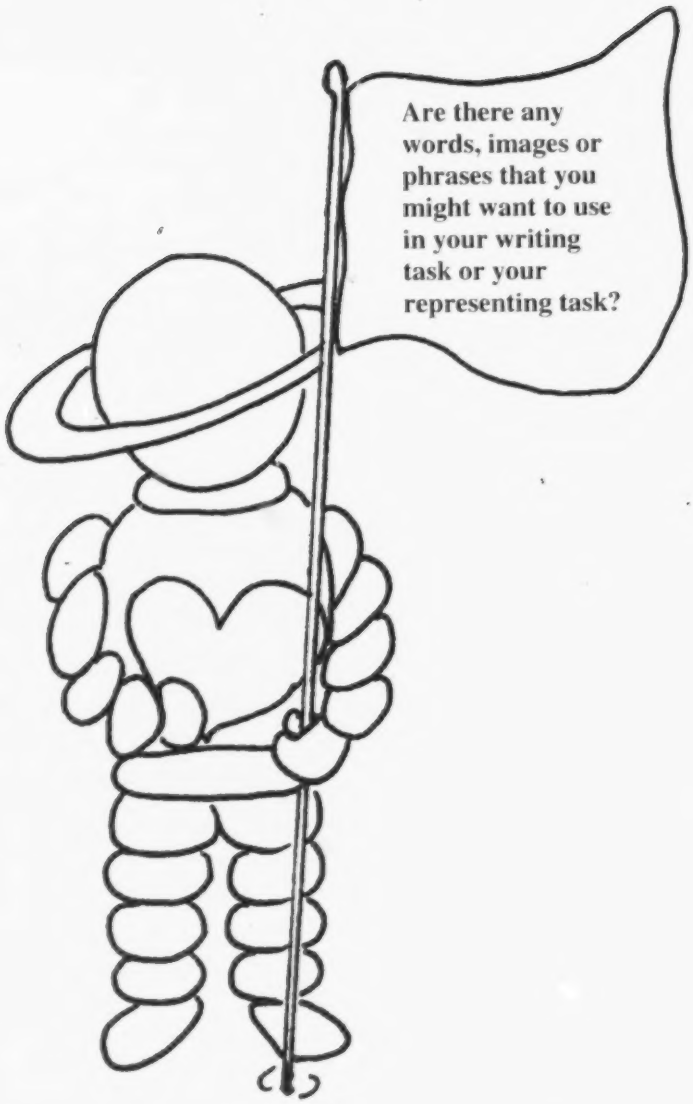
Sponge baths. Or towel baths, really. Trying to use as little water as possible, they soak a towel with a water gun and use it to get wet. Then they soak another towel with soapy water from a body rinse bag to wash themselves. The body rinse bag looks like a regular drinking water bag - so the astronauts try not to get confused! Another wet towel rinses off the soap and the bath is complete.

To clean hair, astronauts use a wet, rinseless shampoo. They apply the shampoo, taking care not to stir up soap bubbles, which would be difficult to get out of the air. The astronauts have learned not to bother spending much time combing their hair. In micro-gravity, hair quickly floats out of place.

They can brush their teeth the regular way, but have to be careful that toothpaste-globs don't drift away.

VALENTINE FOR EARTH

by Frances Frost



Oh, it will be fine
To rocket through space
And see the reverse
Of the moon's dark face,

To travel to Saturn
Or Venus or Mars,
Or maybe discover
Some uncharted stars.

But do they have anything
Better than we?
Do you think, for instance,
They have a blue sea
For sailing and swimming?
Do planets have hills
With raspberry thickets
Where a song sparrow fills

The summer with music?
And do they have snow
To silver the roads
Where the school buses go?

Oh, I'm all for rockets
And worlds cold or hot, But I'm wild in love
With the planet we've got!

MASA: MEET

INTRODUCING:

MARC GARNEAU

Born: February 23, 1949 in Quebec City

Interests: flying, scuba diving, squash, tennis, car mechanics, home repairs

Message: "Believe in yourself and dare to stretch 10 per cent beyond what you believe is your limit."

CHRIS HADFIELD

Born: August 29, 1959 in Sarnia, Ontario

Interests: downhill and water skiing, squash, scuba diving, horseback riding, sailing, writing, singing, playing guitar, and volleyball

Message: "Find something you like to do, and then work at it until you do it better than anyone else."

THE PANEL

JULIE PAYETTE

Born: October 20, 1963
in Montreal, Quebec

Interests: singing, playing piano, competing in triathlons, playing racquet sports, skiing, scuba diving, and flying

Message: "The important thing is to take control of your life and not to be discouraged when times are more difficult, and above all, to follow your dreams."

DAVE WILLIAMS

Born: May 16, 1954
in Saskatoon,
Saskatchewan

Interests: flying, scuba diving, hiking, kayaking, canoeing, downhill and cross-country skiing

Message: "Have the courage to believe in yourself while striving for excellence in achieving personal goals; these are both important attributes that will help you in fulfilling your dreams."

Acknowledgements

Benson, Ron; Bryan, Lynn; Newlove, Kim; Player, Charlotte; Stenson, Liz. "The Astronaut Files." *Collections: Space, Stars and Quasars*, Prentice Hall Ginn Canada, per the Pan Canadian Copyright Agreement.

Frost, Frances. "Valentine for Earth." *Knock at the Door*, Holt, Rinehart and Winston of Canada, Ltd., 1988, per the Pan Canadian Copyright Agreement.

NASA. Biographical information on Dave Williams, Marc Garneau, Julie Payette and Chris Hadfield. www.jsc.nasa.gov/bios/htmlbios March 31, 2003, per the Pan Canadian Copyright Agreement.

Illustrations and Photos

Page 7 of the *Student Response Booklet*. Japanese H-II lift-off. "Exploring Space." Page 13. *Reed International Books Limited*, 1994, per the Pan Canadian Copyright Agreement.

Page 1 of the *Readings Booklet*. "Image of the Earth taken by the Apollo 17 Crew" www.space.gc.ca/asc/eng/default.asp February 7, 2003, per the Pan Canadian Copyright Agreement.

Page 1 of the *Readings Booklet*. "Shuttle Mission Imagery" http://spaceflight.nasa.gov/gallery/images/shuttle/sts-112/html/s112e05324.html.

Page 1 of the *Readings Booklet*.
Kerrod, Robin. "Man in Space." Practising Space Station Construction Techniques, Shuttle Mission 1985, page 31. Willowisp Press, Inc., 1989 Copyright © Multimedia Books Ltd. 1989, per the Pan Canadian Copyright Agreement.

Page 1 of the *Readings Booklet*.
Moché, Dinah L., Ph.D. "The Golden Book of Space Exploration." *Camping in Space*, Western Publishing Company, Inc., 1990, per the Pan Canadian Copyright Agreement.

Page 1 of the *Readings Booklet*.
Sipiera, Diane M. and Paul P. "Space Stations." People and objects appear to float in space. Copyright © 1997 Children's Press, a Division of Grolier Publishing Co., Inc., per the Pan Canadian Copyright Agreement.

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Grade 6
English Language Arts
Standards Test

Student Response Booklet

June 2004

Manitoba
Building for the Future

For Department Use Only

Bundle # _____

Marker #1

Table #_____

Marker ID No. #_____

Marker #2

Table #_____

Marker ID No. #_____

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Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

INSTRUCTIONS FOR STUDENTS

(Read aloud by Teacher)

- This test is written in **three** sessions. Today's activities will last 90 minutes.
- Do **NOT** write your name in the test booklet.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is legible.)
- Listen to and/or read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test.
- Raise your hand if you have questions during the test.

MASA

(MANITOBA AERONAUTICAL SPACE AGENCY)

wants you…

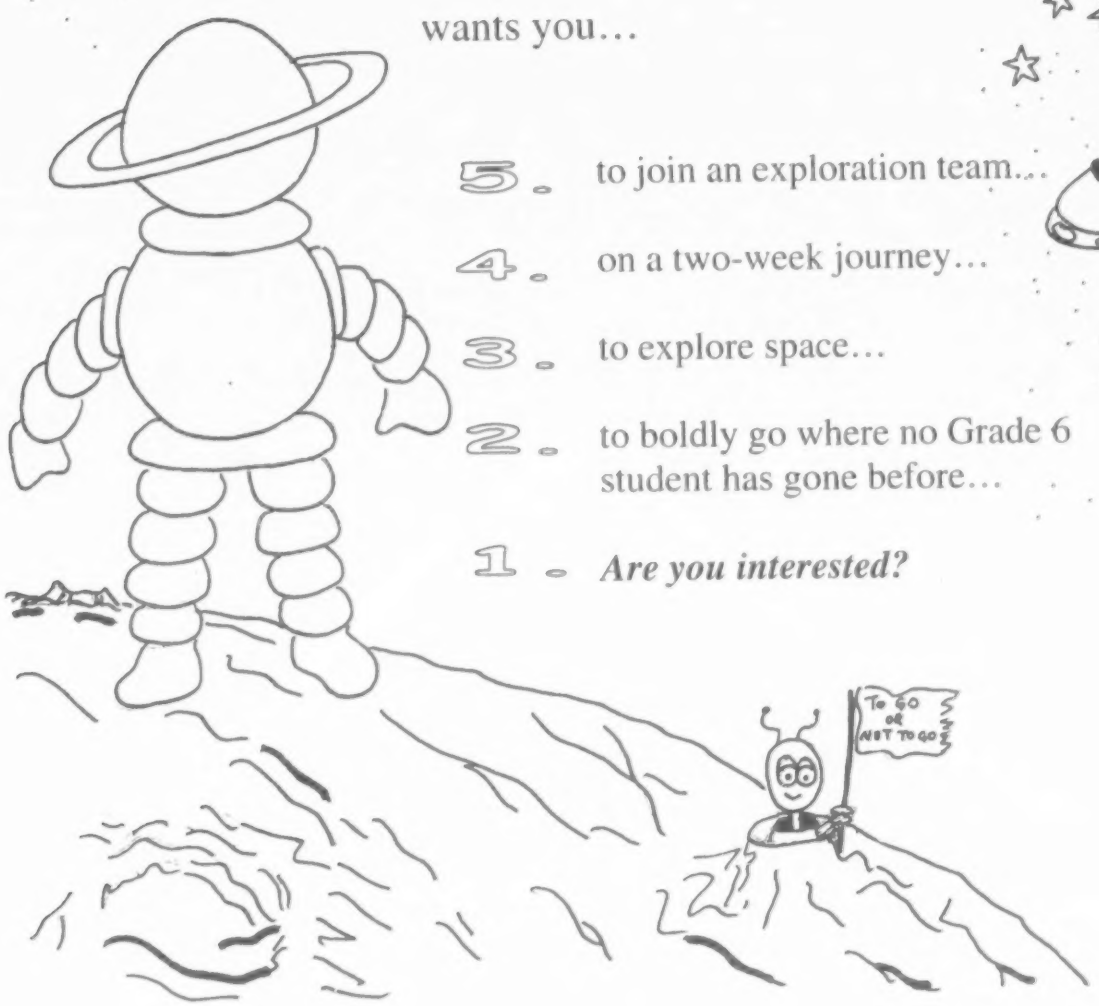
5. to join an exploration team…

4. on a two-week journey…

3. to explore space…

2. to boldly go where no Grade 6 student has gone before…

1. ***Are you interested?***



As you work through the test, your activities will lead you to two major tasks:

WRITING TASK

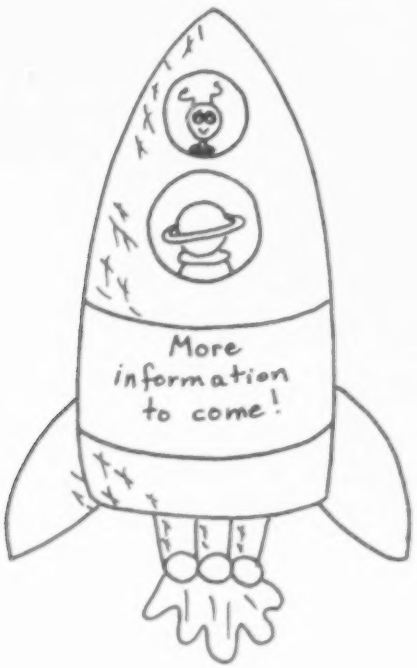
Task: Write a speech or report to the Manitoba Aeronautical Space Agency (MASA) to explain whether or not you would like to go on a two-week space journey as part of an exploration team.

Purpose: To explain your decision with supporting details and description.

REPRESENTING TASK

Task: Design a t-shirt.

Purpose: To celebrate space exploration.



Do you want to join the space exploration team on a two-week journey to explore space?

Draw a line on the gauge below to indicate your choice/decision.

Booklet ID# _____

CHARTING MY THOUGHTS: *TO GO* OR *NOT TO GO*

For Department Use Only

3 marks

This chart will be used throughout the test to help you in making your decision. You will add to it after each reading.

112

	Reasons I Would Like to Go to Space (Pro)	Reasons I Would Not Like to Go to Space (Con)
My Own Ideas		
DAY 1 **Readings** Splash Page		
D A Y 1 Alpha Nine: A New Adventure		
Space Stuff		

Day 2 of this chart is continued on the next page. ☞

	Reasons I Would Like to Go to Space (Pro)	Reasons I Would Not Like to Go to Space (Con)
DAY 2 **D A Y 2** Valentine for Earth		
MASA: Meet the Panel		

Answer this question once you have completed all readings.

Explain how the readings were helpful to you in making your decision to go or not to go to space.

Alpha Nine: A New Adventure

Department Use Only

1.

Throughout the journal, the writer describes many experiences and events that happened before leaving for space, upon arrival, and after being in space for a while.

3 marks

Identify for each of the time periods:

1. An experience or event that the writer had;
2. A feeling that the writer had;
3. A reason why you think the writer felt that way.

101

	Experience or Event	Feeling	Reason
Before Leaving	**Example:** • *Leaving in 8 days on the greatest adventure of all time.* • →	• *Excitement* →	*The colonist is going somewhere new.* →
Upon Arrival	• →	→	→
After a While	• →	→	→

Before you begin question 2, you may want to skim or scan "Alpha Nine: A New Adventure" on pages 3–5 of your *Readings Booklet* and your chart.

For Department Use Only

2. Compare an experience, event or feeling in "Alpha Nine" to something that has happened to you or someone you know.

2 marks

102

Remember to visit "Charting My Thoughts" on Pages 5 and 6.

Space Stuff

For Department Use Only

3. After reading "Space Stuff" found on pages 6 and 7 of your *Readings Booklet*, identify and record information **facts** in the chart below.

4 marks Complete every box.

103

	Fact that makes me want to go to space	Fact that makes me want to stay home
The Question Everyone Asks	•	•
Sleep Tight	•	•
The Soup Is Loose	•	•
Rub-a-Dub-Dub	•	•

4. Do you think that you would be able to adapt and be comfortable living in space?
Explain by using ideas and information from "Space Stuff" **and** your own experiences.

3 marks

For Department Use Only

104

5.

Complete the following three-point approach. You may use your dictionary and thesaurus.
Choose one of the underlined words from "Space Stuff", on pages 6 and 7 of your *Readings Booklet*.

3 marks

Complete the following. Each point must match the way the word is used in "Space Stuff".

- Definition
- Synonym (word that has the same meaning)
- Picture

For Department Use Only

105

Definition	Word	Picture
_____	_____	
_____		
_____	Synonym	
_____	_____	

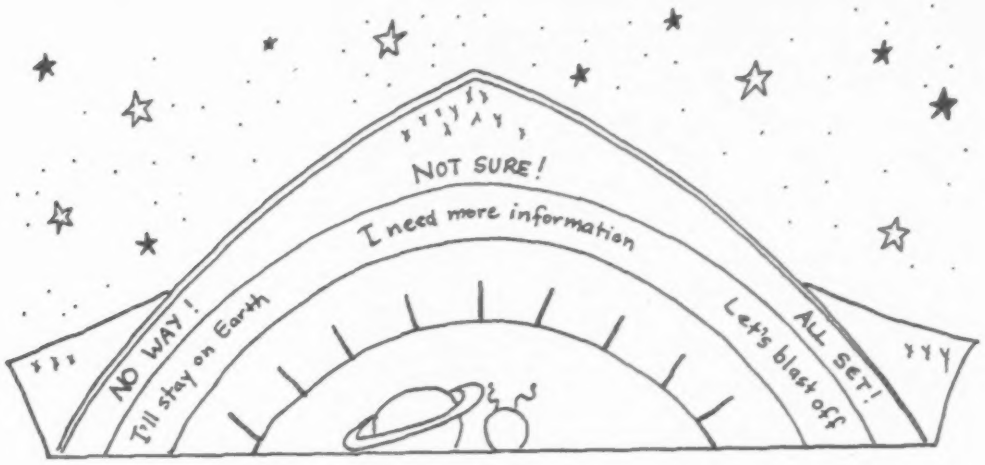
Remember to visit "Charting My Thoughts" on Pages 5 and 6.

Think about...

For Department Use Only

Draw a line on the gauge below to indicate your choice/decision about joining the space exploration team. Think about what you know and what you have learned about space. You may want to go back through your booklet to help you.

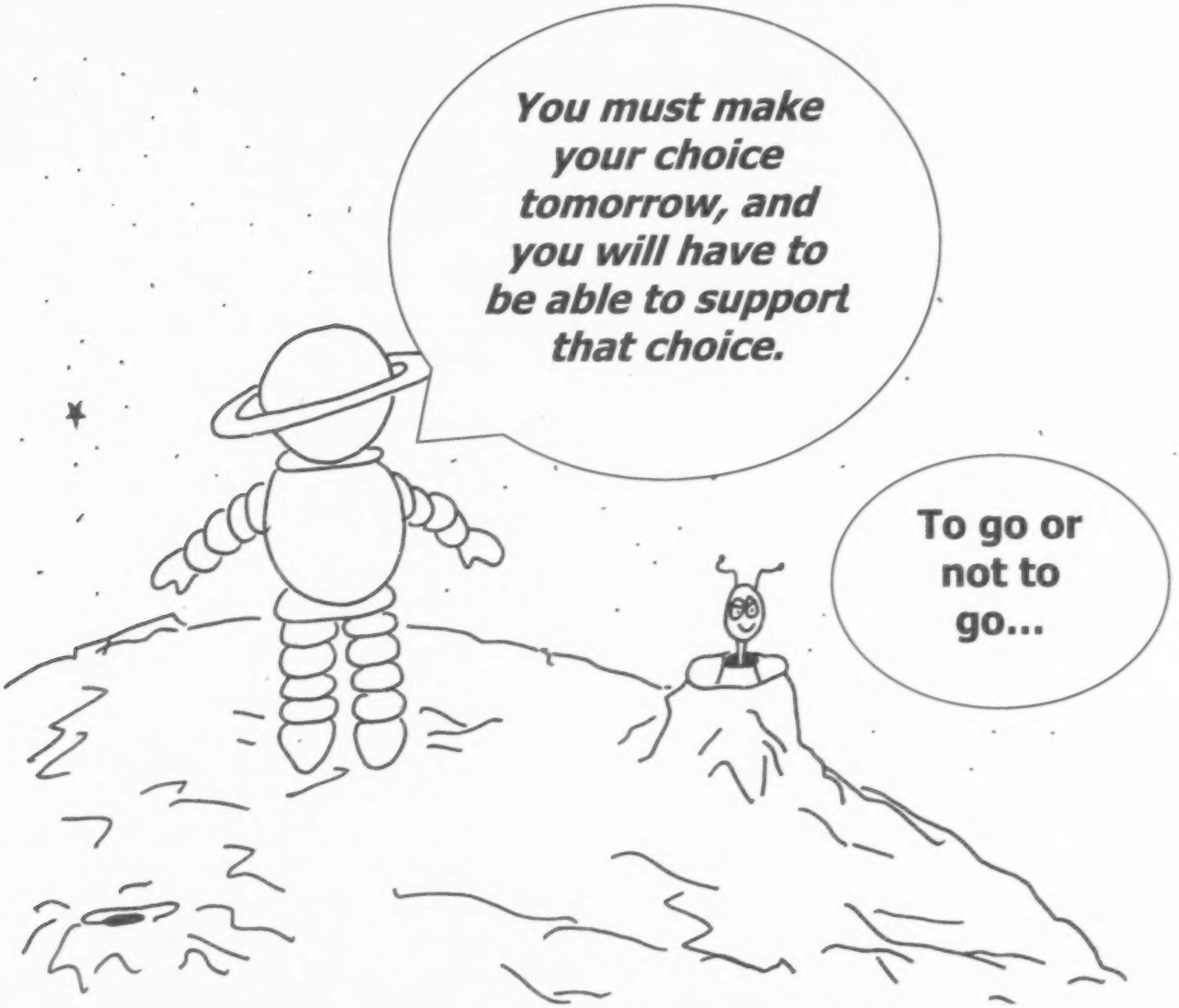
105



6. Has your choice/decision changed since your first gauge on page 4? Explain why or why not by using some ideas from the pictures, chart, readings and discussions.

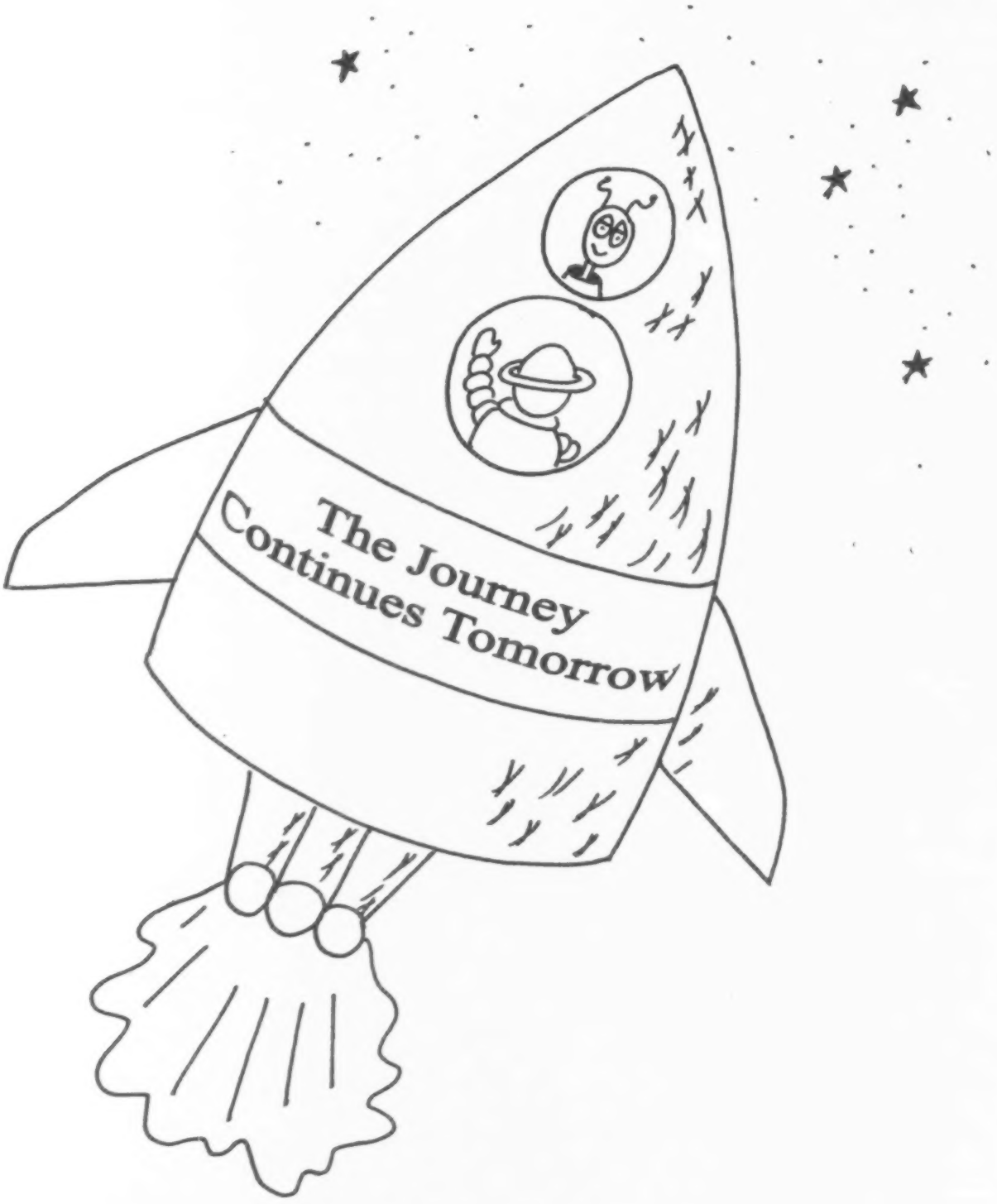
3 marks

When you leave school today, talk about some of the ideas from today's test with family or friends. Be prepared to share your thoughts tomorrow.



THIS IS THE END OF THE TEST TODAY.

YOU MAY SPEND ANY REMAINING TIME TO CHECK OVER THE WORK YOU DID TODAY.


The Journey
Continues Tomorrow

DAY 2

INSTRUCTIONS FOR STUDENTS

(Read aloud by Teacher)

- This test is written in **three** sessions. Today's activities will last 75 minutes.
- Do **NOT** write your name in the test booklet.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is legible.)
- Listen to and/or read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test.
- Raise your hand if you have questions during the test.

Valentine for Earth

For Department Use Only

As you read the poem on page 9 of your *Readings Booklet*, circle, underline or highlight descriptive words or phrases.

7. The author uses phrases to help us create pictures in our mind. Copy an example of a descriptive phrase that is found in this poem.

3 marks

Explain what it makes you think of or how it makes you feel.

107

8. Summarize in your own words what you think the author's message is in this poem. Provide support from the poem.

3 marks

108

Remember to visit "Charting My Thoughts" on Pages 5 and 6.

MASA: Meet the Panel

For Department Use Only

The Canadian Astronaut Program was established in 1983. Canadians chosen to participate in the program are highly accomplished and motivated individuals who have dreamed big and set high goals for themselves.

Read "MASA: Meet the Panel", on pages 10 and 11 of your *Readings Booklet.*

9. What is a common interest or experience that all four astronauts share? Refer to the profiles on pages 10 and 11 in your *Readings Booklet.*

1 mark

_____

_____

109

10. a) Some phrases have multiple meanings.
Explain Marc Garneau's use of the phrase "to stretch".

2 marks

_____

_____

_____

110

b) Write a sentence using a different meaning of the phrase "to stretch".

_____

_____

_____

_____

For Department Use Only

111

11.

3 marks

a) Which astronaut's message do you find most inspiring?

_____

_____

b) How could you use this message to meet a personal goal?

_____

_____

_____

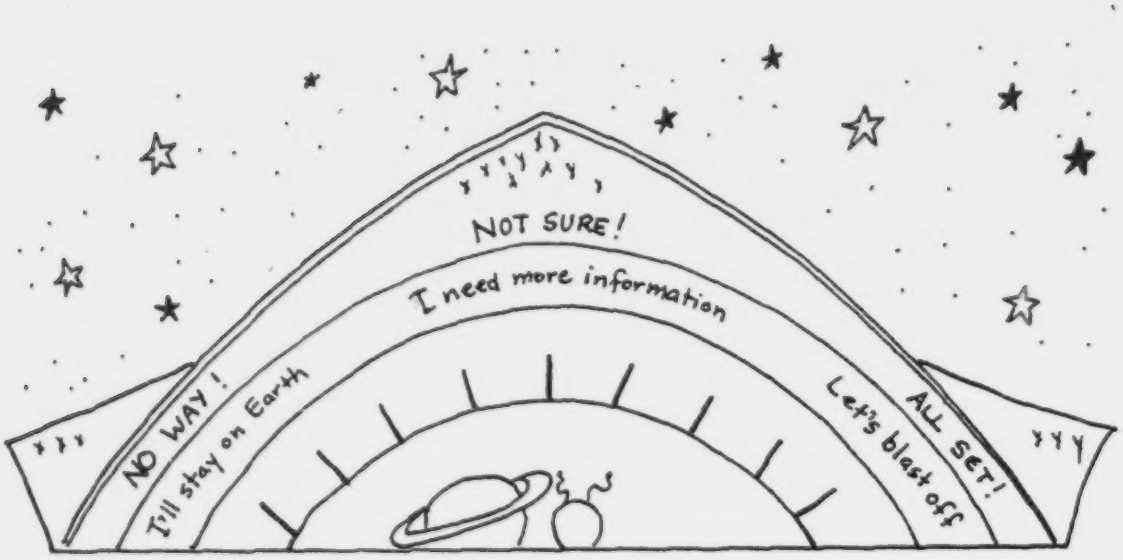
_____

Remember to visit "Charting My Thoughts" on Pages 5 and 6.

Once you have completed your chart, answer the question on the bottom of page 6.

To Go or Not To Go

Draw a line on the gauge below to show your decision about joining the space exploration team on a 2-week journey. You may want to go back through your booklet to help you.



12. **Task**: Write a speech or report to the Manitoba Aeronautical Space Agency (MASA) to explain whether or not you would like to go on a two-week space journey as part of an exploration team.

To guide you with your writing, you may use:

- your own experiences
- the discussions with the class
- Charting My Thoughts on pages 5 and 6
- the readings
- your planner on page 22

Purpose: To explain your decision with supporting details and description.

Audience: A panel of astronauts from MASA
- Julie Payette – Chris Hadfield
- Dave Williams – Mark Garneau

Form: Choose one of the following forms for your writing:

- written report
- speech

Length: approximately 2 pages

Ideas (3 marks)
• include ideas from *Readings Booklet*, brainstorming and/or personal knowledge
• develop your answer with supporting details
Organization (3 marks)
• include an introduction, body and conclusion in paragraph form
Language (3 marks)
• create mental images, thoughts and feelings for your reader
• express your ideas clearly
Mechanics (3 marks)
• use proper spelling, grammar, punctuation, and capitalization

My Planner

Circle, underline or highlight from Charting My Thoughts, on pages 5 and 6, any ideas you may want to develop for your writing task. Remember to look at the class KWL for ideas as well.

You may use one of the following planning strategies to help you plan for your writing.

Planner Choices

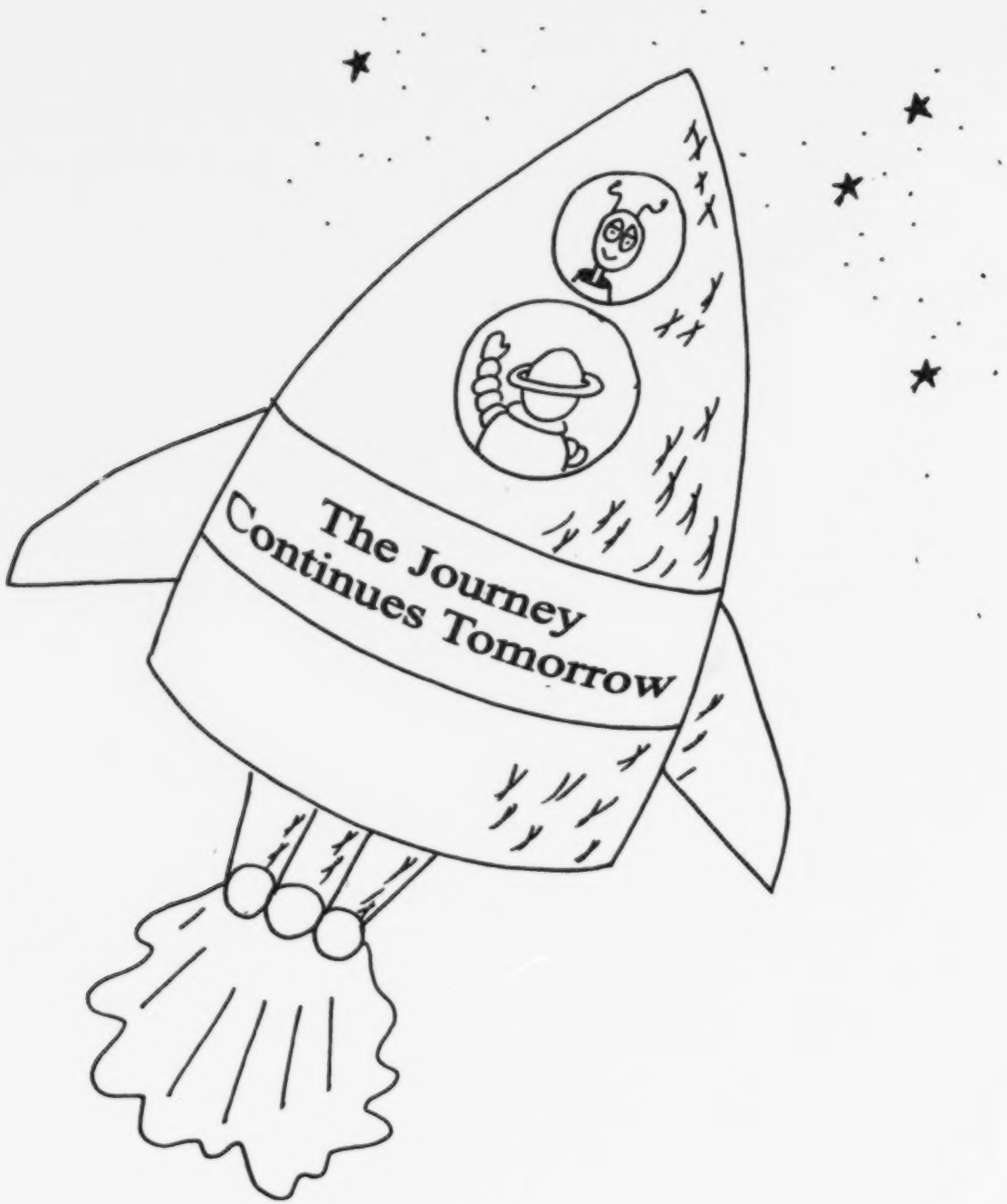
1. Web or Concept Map

2. Outline
   - Main idea
     - Supporting idea
3. Jot Notes
   - Write your notes in point form
   - Jot down any important information
4. Another planner of your choice

My Writing Task

For Department Use Only

113
114
115
116



THIS IS THE END OF THE TEST TODAY.

YOU MAY SPEND ANY REMAINING TIME TO CHECK OVER THE WORK YOU DID OVER THE PAST TWO DAYS.

DAY 3

INSTRUCTIONS FOR STUDENTS

(Read aloud by Teacher)

- Today's test session will last 60 minutes.
- You will be required to work on your own for today's test.
- Do **NOT** write your name in the test booklet.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is legible.)
- Read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test.
- You will need pencil crayons for question 13.
- Raise your hand if you have questions during the test.

Remember Your Writing Task?

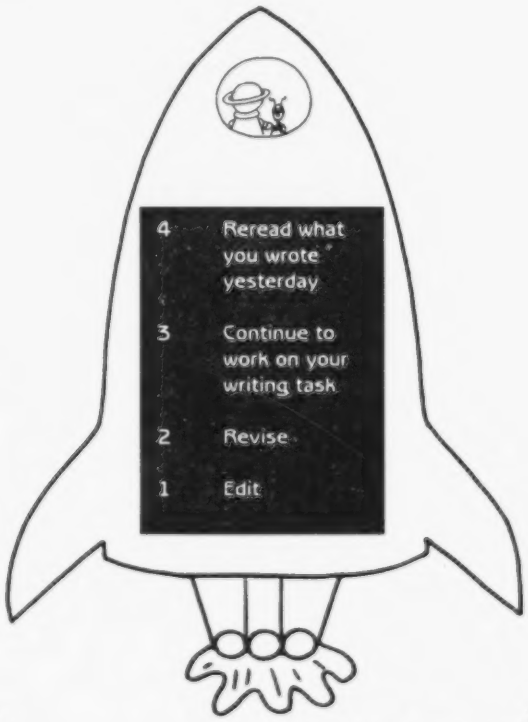
Task: Write a speech or report to the Manitoba Aeronautical Space Agency (MASA) to explain whether or not you would like to go on a two-week space journey as part of an exploration team.

Purpose: To explain your decision with supporting details and description

Audience: A panel of astronauts from MASA
- Julie Payette
- Chris Hadfield
- Dave Williams
- Mark Garneau

Form: Choose one of the following forms for your writing:
- written report
- speech

Now re-read the report or speech you wrote yesterday. Revise and edit your report or speech using the checklists on pages 31 and 32.



Revising Your Writing

Use the checklist below to help you revise your report or speech. Show your changes with a different colour pen or pencil crayon.

Ideas:

I have included ideas from the readings, the brainstorming activities and my personal knowledge. ❑

I have developed my ideas with supporting details. ❑

I have left out unnecessary information and/or added more important details. ❑

Organization:

I have a strong introduction. ❑

I have well-developed supporting paragraphs. ❑

I have a strong conclusion. ❑

Language:

I used a variety of signal (transitional) words to connect my ideas. ❑

I used interesting words, descriptive language and different kinds of sentences. ❑

Editing Your Writing

Use the checklist below to help you edit your report or speech.

Show your changes with a different colour pen or pencil crayon.

Mechanics:

I used a dictionary to help with spelling.	❑
I used proper punctuation.	❑
I used proper capitalization.	❑
I used proper grammar (subject-verb agreement, verb tense, correct pronoun reference)	❑

Celebrating Space Exploration

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117
118

13.

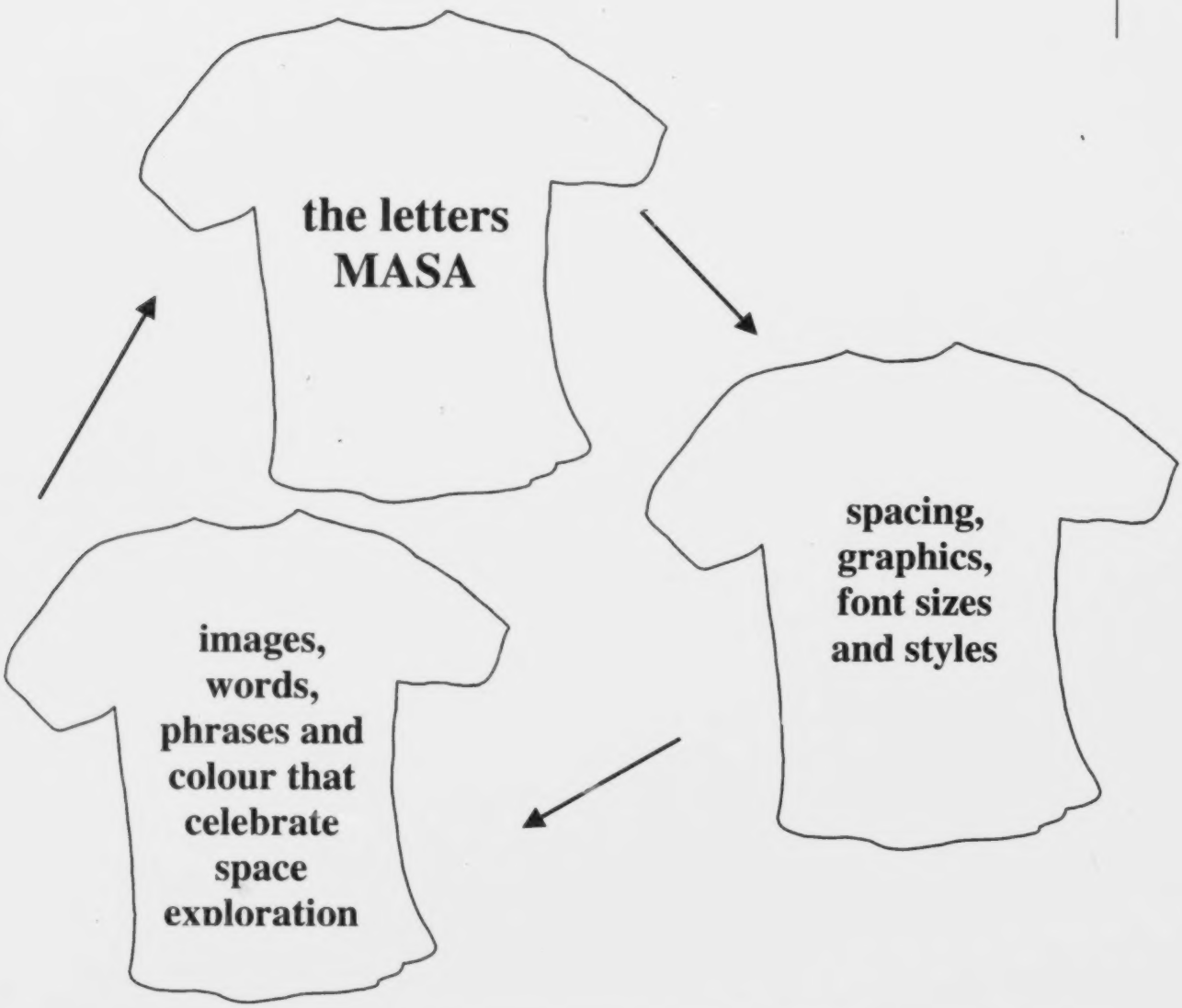
6 marks

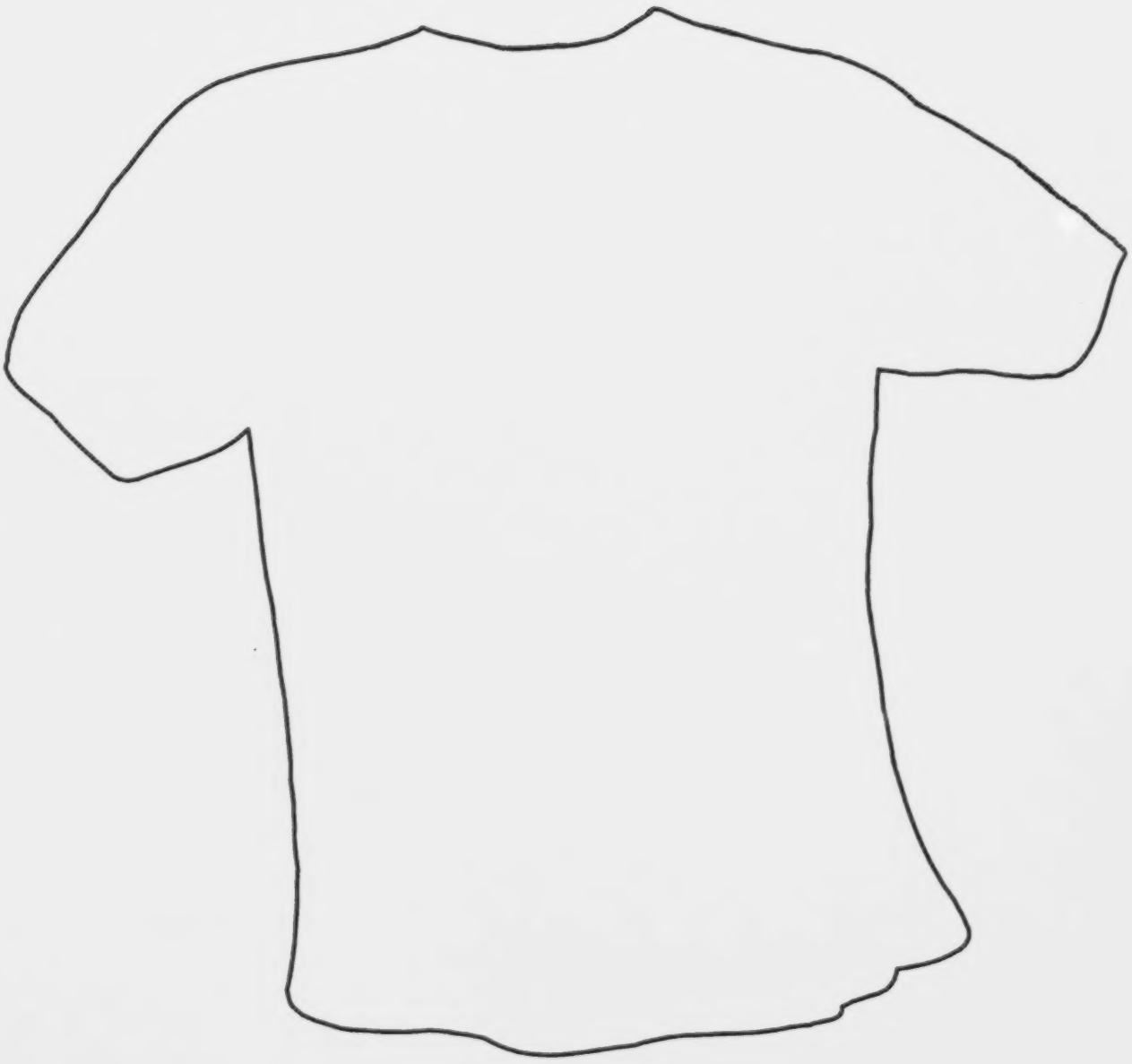
Task: Design a t-shirt

Purpose: To celebrate space exploration
The winning t-shirt will be worn by all MASA employees and all space exploration participants

Audience: Judging panel of astronauts from MASA

Your t-shirt must include…


the letters MASA
spacing, graphics, font sizes and styles
images, words, phrases and colour that celebrate space exploration



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119

14. What part of your t-shirt design celebrates space exploration?

3 marks

Explain how your t-shirt celebrates space exploration.

Please turn to the next page. →

15.

3 marks

Now that you have completed the test, write a journal entry to reflect on how you learned over the past 3 days.

Include:

- strategies you used;
- which strategies worked best for you and why; and
- what you still wonder about as a learner.

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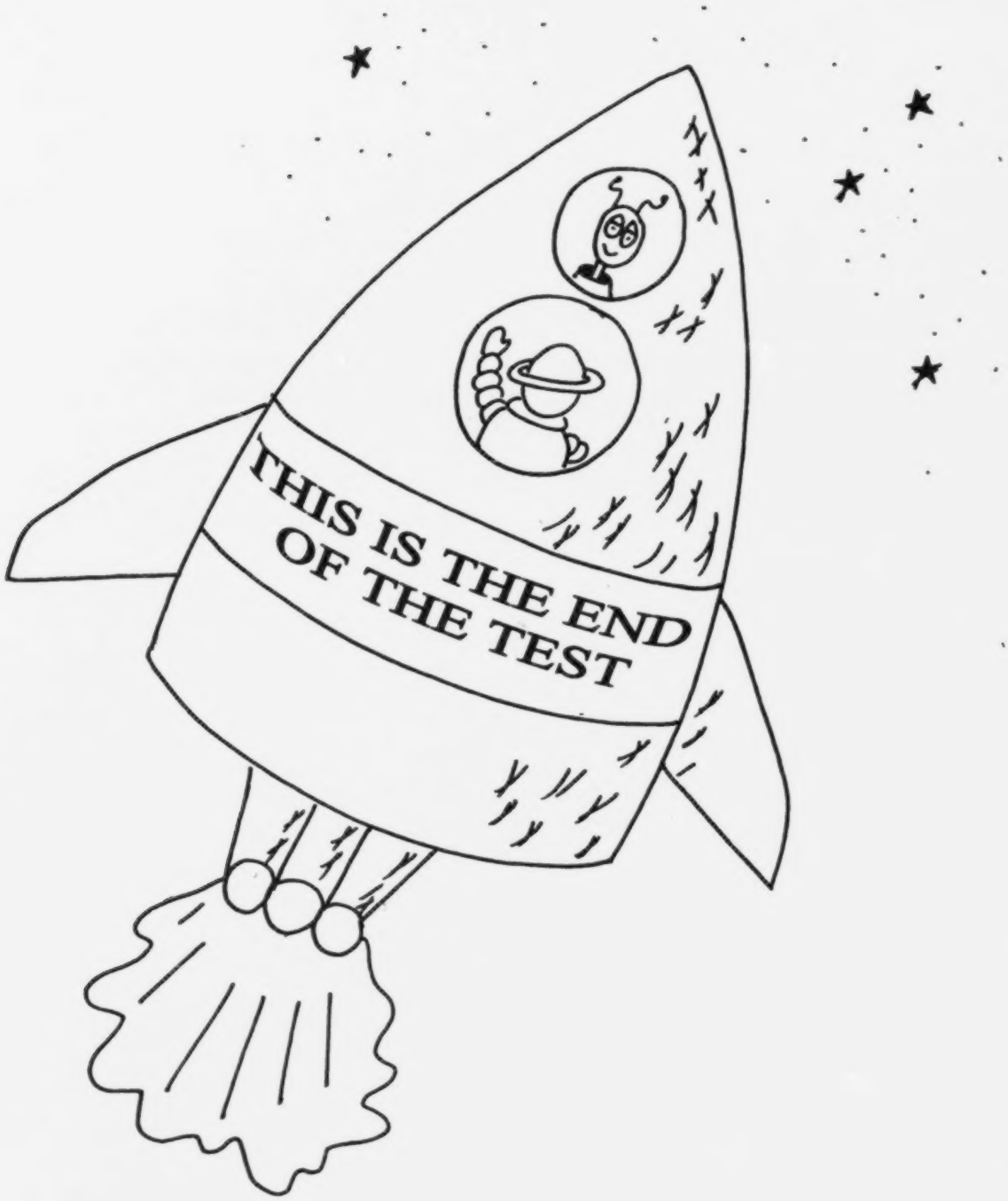
120



YOU MAY USE ANY REMAINING TIME TO CHECK THE WORK YOU DID OVER THE LAST THREE DAYS.

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS TEST

Answer Key and Scoring Rubric

June 2004

Manitoba

Building for the Future

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Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

Question 1: Throughout the journal, the writer describes many experiences and events that happened before leaving for space, upon arrival, and after being in space for a while.

Identify for each of the time periods:

1. An experience or event that the writer had;
2. A feeling that the writer had;
3. A reason why you think the writer felt that way.

Outcome: 3.2.5—Makes Sense of Information

– Use organizational patterns of oral, visual, and written texts to construct meaning; skim, scan, and read closely to gather information.

Score:	Rationale
3.0	• response identifies an experience/event, feeling and reason for each of the three time periods (before leaving, upon arrival, after a while)
2.0	• response identifies an experience/event, feeling and reason for two of the time periods (before leaving, upon arrival, after a while)
1.0	• response identifies an experience/event, feeling and reason for one of the time periods (before leaving, upon arrival, after a while)
0	• response does not identify an experience/event, feeling and reason for any of the time periods (before leaving, upon arrival, after a while)/response is irrelevant
NR	• no response

Note to markers:

- Experience/event, feeling, and reason must show connection and must make sense.
- Experience/event may be defined as a realization, trigger, happening in the story or as a point in time.

Question 2: Compare an experience, event or feeling in "Alpha Nine" to something that has happened to you or someone you know.

Outcome: 2.1.1—Prior Knowledge

- Seek connections between previous experiences, prior knowledge, and a variety of tasks.

Score:	Rationale
2.0	• makes connection between prior knowledge, personal experience, others' experiences, and text
1.0	• makes a weak connection between prior knowledge, personal experience, others' experiences, and text
0	• connection between prior knowledge and text is not identified
NR	• no response

Note to markers:

- Connection may be either implied or stated.
- A weak connection is one that is not well-developed.

Question 3: After reading "Space Stuff" found on page 6 of your *Readings Booklet*, identify and record information **facts** in the chart below. Complete every box.

Outcome: 3.3.1—Organize Information

- Organize information and ideas using a variety of strategies and techniques.

Score:	Rationale
4.0	• response identifies 8 facts that are categorized appropriately
3.5	• response identifies 7 facts that are categorized appropriately
3.0	• response identifies 6 facts that are categorized appropriately
2.5	• response identifies 5 facts that are categorized appropriately
2.0	• response identifies 4 facts that are categorized appropriately
1.5	• response identifies 3 facts that are categorized appropriately
1.0	• response identifies 2 facts that are categorized appropriately
0.5	• response identifies 1 fact that is categorized appropriately
0	• response does not identify any facts
NR	• no response

Note to markers:

- The word "none" is considered a response if the adjoining box was completed.
- "Interesting" is not a fact.
- Do not accept facts that are implied or represent personal opinions.

Question 4: Do you think that you would be able to adapt and be comfortable living in space?
Explain by using ideas and information from "Space Stuff" **and** your own experiences.

Outcome: 1.2.4—Extend Understanding

- Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• identifies whether or not they would be comfortable living in space	• identifies whether or not they would be comfortable living in space **and** • **states** a decision with reference to *Space Stuff* and/or own experience(s)	• identifies whether or not they would be comfortable living in space **and** • **explains** decision with reference to *Space Stuff* **and/or** own experience(s) (own experience(s) may be inferred)	• identifies whether or not they would be comfortable living in space **and** • **explains** decision, **with elaboration**, referencing *Space Stuff* **and** own experience(s)

Note to markers:

- A "yes" or "no" response is awarded a "0.5".
- An irrelevant response is awarded a "0".
- The "yes" or "no" response may be implied.

Outcome: 1.2.4—Extend Understanding

Exemplars

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level Score: 3.0
"I don't know if I would be comfortable I need a bit more informantshin but on the scale I am right on the I am not sure but I might change my mind."	*"After a while I could get use to doing things very different. I'd have to get use to the toilet and bathing different. The experiences I've had are not having a shower every day or something like you would be cleaner not having a shower."*	*"I think I would eventually become comfortable with living in space. I think it might be a little difficult to go to the washroom, take a shower, eat and sleep because you might float away by doing these things."*	
Rationale: (0.5)	***Rationale: (1.5)***	***Rationale: (2.0)***	***Rationale: (3.0)***
- response is stated with no reference to text or personal experience.	- decision is stated with reference to their own experience but the explanation is not clear	- decision is explained with no elaboration	-

Question 5: Complete the following three-point approach. You may use your dictionary and thesaurus.
Choose one of the underlined words from "Space Stuff", on pages 6 and 7 of your *Readings Booklet.*
Complete the following. Each point must match the way the word is used in "Space Stuff".

- Definition
- Synonym (word that has the same meaning)
- Picture

Outcome: 2.3.3—Vocabulary

– Experiment with ambiguity in language in a variety of contexts.

Score:	Rationale
3.0	• all 3 sections are answered in context
2.0	• 2 out of 3 sections are answered in context
1.0	• 1 out of 3 sections is answered in context
0	• irrelevant or inappropriate response
NR	• no response

Note to markers:

- Accept paraphrased dictionary definitions.
- The synonym might be a word or phrase.
- Information must connect back to *Space Stuff.*

Question 6: Has your choice/decision changed since your first gauge on page 4?
Explain why or why not by using some ideas from the pictures, chart, readings and discussions.

Outcome: 1.2.2—Explain Opinions

– Explain personal viewpoints in clear and meaningful ways and revise previous understanding.

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• statement of viewpoint (revised or initial) • viewpoint is not supported	• statement of viewpoint (revised or initial) • viewpoint is supported **without specific reference** to reading(s)/discussion(s)	• statement of viewpoint (revised or initial) • viewpoint is clearly supported by making connections **with specific reference** to one or more of the reading(s) or discussion(s)	• statement of viewpoint (revised or initial) • viewpoint is clearly supported by making meaningful connections **with specific reference** to one or more of the reading(s)/discussion(s)

Note to markers:

- A "yes" or "no" answer is awarded a "0.5".
- An irrelevant response is awarded a "0".
- Reference to dying, losing one's life, the spaceships Challenger or Columbia is assumed to have come up in the discussions. These ideas should be seen as an example of a specific reference.
- If you are unclear about the position, review the gauges on pages 4 and 12.

Outcome: 1.2.2—Explain Opinions

Exemplars

No Evidence	Below Level	At Level	Above Level
0 0.5	**1.0 1.5**	**2.0 2.5**	**Score: 3.0**
"We learned that it's much different from daily things from earth and you d'ont get to do different things as you usally do the same thing over and ove again."	*"Yes, my choise has changed since I started. I think I'd like to go a bit more now that I've read about some of the funner things. I still need more info though."*	*"Yes my decission has changed I need a good washroom and shower. I also like to eat good food not sticky soupy ones. Now I definetly do not want to go to space."*	*"Yes it has changed my decisions of to go or not to go to space since my first gauge because as I went through my reading booklet, I thought of more ideas why I should go in space. "Space Stuff" helped me a lot because it had the most details about space."*
Rationale: (0.5)	***Rationale: (1.5)***	***Rationale: (2.5)***	***Rationale: (3.0)***
- did not state a viewpoint	- viewpoint is stated but is lacking specific reference to the readings and discussions	- statement of viewpoint is present, is clearly supported and makes specific reference to "Space Stuff". - connection is clarified through comparison (e.g, "like to eat good food not sticky soupy ones")	- statement of viewpoint is present, is clearly supported and makes specific reference to "Space Stuff". - revision of thought is meaningfully connected to the new information.

Question 7: The author uses phrases to help us create pictures in our mind.
Copy an example of a descriptive phrase that is found in this poem.

Explain what it makes you think of or how it makes you feel.

Outcome: 2.2.3—Appreciate Artistry of Texts

– Identify descriptive and figurative language in oral, literary, and media texts and discuss how it enhances understanding of people, places, and actions.

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• identifies an example but response shows no understanding	• identifies an example of descriptive language **and** • explanation is unclear and/or incomplete and/or restates the descriptive phrase	• identifies an example of descriptive language **and** • states/explains how the descriptive language enhances understanding [such as creating images, mood, etc.]	• identifies an example of descriptive language **and** • explains **with elaboration** how the descriptive language enhances understanding [such as creating images, mood, etc.]

Note to markers:

- An example with no explanation is awarded a "0.5".
- An irrelevant response is awarded a "0".

Outcome: 2.2.3—Appreciate Artistry of Texts

Exemplars

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level Score: 3.0
"The phrases are the planets and the winter and summer thotghs." *"It make me be com because those are about com thing to thing"*	*"Do planets have hills With raseberry thickets Where a song sparrow fills"* *"it makes me think of hills with raseberry bushes with birds singing."*	*"To travel to Saturn or Venus or Mars, or maybe discover some uncharted stars"* *"To me it sounds exciteting because you have an opertunaty to go and do several things"*	*"And do they have snow to silver the roads."* *"It makes me feel happy that we have cold snow that makes everything silver and happy because we can play and make snowman where in some countries people can't.."*
Rationale: (0)	***Rationale: (1.0)***	***Rationale: (2.0)***	***Rationale: (3.0)***
- response does not identify a descriptive phrase	- example is identified - explanation is a restatement of the descriptive phrase	- example is identified - response states how the descriptive language enhances mood (e.g., "you have an opertunaty to go and do several things"	- identifies an example of descriptive language - explanation includes elaboration (for example, "because we can play and make snowman where in some countries people can't")

Question 8: Summarize in your own words what you think the author's message is in this poem. Provide support from the poem.

Outcome: 2.1.2—Comprehension Strategies

– Use comprehension strategies appropriate to the types of text and purpose.

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• **limited explanation** of author's message	• **clear explanation** of author's message **and/or** • support from the text is **limited**	• **clear explanation** of author's message **and** • support from the text is **evident**	• **clear explanation** of author's message **with elaboration** **and** • support from the text is **elaborated**

Note to markers:

- A limited explanation is awarded a "0.5".
- An irrelevant response is awarded a "0".
- A quote or a reference to the poem is considered to be support from the text.

Outcome: 2.1.2—Comprehension Strategies

Exemplars

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level Score: 3.0
"I think the author's message is to try and make who ever reads the poem feel relaxed"	*"That ya don't have to leave the planet earth to have fun."*	*"I think they are saying it would be fun to live or know another planet, but the earth is just fine for them."*	*"I think the author's message is that its ok to go other places and see other thing in outerspace but home on earth is the best out of them all. I know this because he says "Oh I'm all for rockets and worlds hot and cold But I'm wild in love with The planet we got*
Rationale: (0)	***Rationale: (1.0)***	***Rationale: (2.0)***	***Rationale: (3.0)***
- response indicates a feeling associated with the poem, not a message	- author's message is explained but support from text is not provided	- message is clear and a reference is provided ("it would be fun to live and know another planet")	- explanation is clear and is elaborated; support from text comes from the direct quotation

Question 9: What is a common interest or experience that all four astronauts share? Refer to the profiles on pages 10 and 11 in your *Readings Booklet*.

Outcome: 3.2.5—Makes Sense of Information

- Use organizational patterns of oral, visual, and written texts to construct meaning; skim, scan, and read closely to gather information.

Possible Responses

- scuba diving
- sports

Score:	Rationale
1.0	• response identifies a common interest or experience that all four astronauts share
0	• response does not identify a common interest or experience that all four astronauts share
NR	• no response

Note to markers:

Question 10: Some phrases have multiple meanings.

a) Explain Marc Garneau's use of the phrase "to stretch".

b) Write a sentence using a different meaning of the phrase "to stretch".

Outcome: 2.3.3—Vocabulary

– Experiment with ambiguity in language in a variety of contexts.

Score:	Rationale
2.0	• the phrase "to stretch" is accurately explained in context **and** • original text is created, using "stretch" in a new context
1.0	• the phrase "to stretch" is accurately explained in context **or** • original text is created, using "stretch" in a new context
0	• irrelevant or incorrect response or restating text
NR	• no response

Note to markers:

Question 11: a) Which astronaut's message do you find most inspiring?

b) How could you use this message to meet a personal goal?

Outcome: 1.1.2—Consider Others' Ideas

– Select from others' ideas and observations to develop thinking and understanding.

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• response shows no understanding	• identifies message/astronaut **and/or** • **connection** between the message and achieving a personal goal is implied but not explained	• identifies message/astronaut **and** • explains the **connection** between the message and achieving a personal goal	• identifies message/astronaut **and** • explains the **connection** with **elaboration** between the message and achieving a personal goal

Note to markers:

- A restatement of the message is awarded a "1".

Outcome: 1.1.2—Consider Others' Ideas

Exemplars

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level Score: 3.0
a) " " *b)* " "	*a) "I find Dave Williams message more inspiring."* *b) "You can use it by Having the courage to believ in yourself while striving for exellence."*	*a) "I found Julie Payette message was most inspiring"* *b) "I could this message to help me understand that you need to work really hard and not let anyone get in your way"*	*a) "The most interesting one is Julie Payette."* *b) "So when a bully starts picking on me I'll say in my head they can't controll my life or me!!!"*
Rationale: (0.5)	***Rationale: (1.0)***	***Rationale: (2.0)***	***Rationale: (3.0)***
- response	- the message is a restatement	- connection is explained, but the goal "to work really hard" is not explained.	- the connection between Julie Payette's message and the goal (taking control of life) is clear

Chart Question:	**Answer this question once you have completed all readings.** Explain how the readings were helpful to you in making your decision to go or not to go to space.

Outcome: 3.2.3—Assess Sources

– Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria.

Score:	Rationale
3.0	• chart is complete **and** explanation is clear
2.0	• chart is complete **or** • explanation is clear
1.0	• chart is incomplete **and** explanation is not evident (statement only)
0	• irrelevant response
NR	• no response

Note to markers:

- A complete chart has a pro and/or con for each reading.

Question 12: Write a speech or report to the Manitoba Aeronautical Space Agency (MASA) to explain whether or not you would like to go on a two-week space journey as part of an exploration team.

Outcome: 4.1.1—Generate Ideas

– focus a topic for oral, written, and visual texts integrating ideas from experiences and a variety of other sources

Focus for Assessment: Attend to ideas not structure.

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• response shows limited understanding	• integrates/connects ideas from readings and/or brainstorming activities and/or prior knowledge • **inconsistently** focuses topic for purpose and audience • **states** idea(s) with few or no supporting details	• integrates/connects ideas from readings and/or brainstorming activities and/or prior knowledge • **focuses** topic for purpose and audience • **develops** idea(s) with supporting details	• integrates/connects ideas from readings and/or brainstorming activities and/or prior knowledge • **focuses** topic for purpose and audience • **develops and elaborates** idea(s) with supporting details

Note to markers:

- If student writes off-topic, award "0" on this outcome only.

Outcome: 4.1.1—Generate Ideas

Exemplars

No Evidence	Below Level	At Level	Above Level
0 0.5	1.0 1.5	2.0 2.5	Score: 3.0
"I would like to stay here becauses in space to food wouldn't taste as good as the food on earth. and you wouldn't be able to by the new stuff that comes on earth."	*"yes I would like to go on this trip. Because it would be a fun experience and I would also like to see the planets : the earth; outer space and the moon. I've always wanted to go into outer space!! It would be/look/feel so o cool to go into outer space."*	*"Hello!* *Yes I would like to go on a two week space journey . I would feel a little scard. Because god only knows what is going to happen. In some of the stories I have read about people going to space makes me feel like wanting to go on a two week space journey.* *Although it would be kind of nice. It would be dark and kind of cold. It would be an life time experinace because you would omly be going there once in your whole life tine. And would cost alot of money.* *I an thinking how traveling to space would be. Like shooting up in a rocket ship. The most insporing astroner that wrote in the book is Dave Williams he had achieved his goal to go to space.* *And in these pictures people flying looks kind of fun.* *I would love to go see all of the planets and stars, mediarights, and that kind of things but it would take a very long time.* *So yeah I would like to go to space like I said it is an life time experinace."*	*"I am here today to talk and tell you why I would like to go on the two-week space journey with you.* *First I broke up my pros and cons. I would like to go to space because this is the kind of thing that is a once in a life time oppurtunity. I could learn more about my universe that surrounds me. It would be neat to see the earth from space view.* *My cons are I might miss my family and friends. Something terrible might go wrong and we or I could die. Last but not least having a shower, going to the washroom and sleeping seems difficult and uncomfortable.* *The kinds of things I'm looking forward to see in space is the moon up close, well at least closer than seeing it from earth. I would like to see many stars, even the one's we do not see from earth. I've always would like to see a planet up close, any plant would be alright with me because not very many people get to see a plant.* *It would be awesome to see a comet but I'm just worried if it hit us. People have been saying there's a big black hole in the universe, I would want to see if it's true or not. I would also like to know how heavy is a space suit on earth and than in space, and wondered if there comfortable or not.* *Barely nothing this lucky ever happens to me, that's why I am so thankful that you chose me. In away I feel nervous about what's going to happen but yet excited and breath tooken of what I am about to see.* *This is how I feel and going into space, thank-you for being a fantastic audience and see you soon!"*

Rationale: (0.5)	*Rationale: (1.0)*	*Rationale: (2.0)*	*Rationale: (3.0)*
- response did not connect ideas - few ideas are provided	- ideas are stated with few supporting details with limited connections to texts, brainstormings and prior knowledge	- many ideas are provided and several are supported - topic is focussed - ideas are connected to readings	- ideas are connected - topic is focussed - supporting ideas are elaborated

Question 12: Write a speech or report to the Manitoba Aeronautical Space Agency (MASA) to explain whether or not you would like to go on a two-week space journey as part of an exploration team.

Outcome: 4.1.3—Organize Ideas

- adapt models from listening, reading, and viewing experiences to enhance own oral, written, and visual texts using organizational patterns

Focus for Assessment: Attend to the composition as a whole, as well as the individual paragraphs (e.g., beginning, middle, end, as well as organization within the beginning, middle and end).

Organizational Structures

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• composition shows no understanding of organization	• composition lacks an introduction and/or conclusion • ideas are random and disconnected	• composition includes an introduction, body and conclusion • demonstrates an organizational pattern within each paragraph [visual appearance of a paragraph is not necessary]	• composition includes an introduction and conclusion **that are connected**, and a body **that is well developed** • demonstrates an organizational pattern within each paragraph [visual appearance of a paragraph is evident]

Note to markers:

Outcome: 4.1.3—Organize Ideas

Exemplars

No Evidence 0 0.5	Below Level 1.0	At Level 2.0 2.5	Above Level Score: 3.0
"I think it would be fun to go up in space Than I can feel How I can eat up Ther and I can see How or feel How to do There kind of bath with a towel and sit on there toilet to feel and see How it works. When we sleep it would be cool to lie in the air and sleep and lightly bouncing off The walls, if I was pick To I could be much more speachless [I do not know if it is a word but you should know what I mean] wouldn't you think so. I would like to stay there foverey but I could so about 1 month or 2 weeks so I can do everything Two times or more. One day we could do some fun thing and than The we can do some work Play game half a day and We can work or can Work for 1 week Than the other week we can just have fun. Well I would like to talk more, Laugh out loud!, I mean write more but I have nothing else To say sorry so bye now. p.s. if I could go up in space I would take it much serious about this mission or place That we would go on but I would still want To go on it. Thank you for readying This by Now. p.s if I had anything more to say or add in this letter I will come and add it."	*"yes I would like to go on this trip. Because it would be a fun experience and I would also like to see the planets; the earth; outer space and the moon. I've always wanted to go into outer space!! It would be/look/feel so oso cool to go into outer space."*	*"I would want to go to space, so I could see the whole Solar system. See what the world looks like from the outside. Also to see all the planets in the order. The different colors, sizes, and shapes. It would be so neat to say what an expierience it was just to see the solar system. And I would actually be able to know if there was aything like a Meteorite coming to Earth. I'd be one of the most intelligent people on Earth. But, I would not like to go to Space because you never know if your space ship will break or something. And I would never want to vacum out the toilet After using it. That would be discusting. And to have a small variety of food wow! That would suck. Also to use Rinseless Shampoo... I don't see why they wouldn't just wash they're hair with water and then let it dry out. But I guess one good thing about space would be to be able to float around space carrying no weight at all. But maybe if I saw the solar system I wouldn't like it. Maybe it wouldn't be as good as I think it is now. I think I would rather stay here on Earth and reach my goals that I've set. After all like Julie Payette says "The most important thing in your life is to follow your dreams." Well my dreams aren't to be an Astronaut. So I'm choosing to stay here where all man kind live. I have nothing else to say."*	*"Hello today I am going to talk about my decision of going on this misson. I hope my choice dose not efend you. Although I am very lucky to get a wonderful experence like this one I must dicline for things I will state wright now.* *First of all I Family here and I love them very much. So I don't no what I would do without them for that period of time. I don't think I would be able to injoy My time in space if they weren' there. If something happened to me while I was gone I don't know what they would do. that brings my to My next point.* *There are many dangers of a mission such as this. I can't even go on a rollercoster never mind getting blasted into the air in a rocket! All the posibilitys of things that could go wrong! The rocket could exploued on it way out like it did in the columbea mission. You could run out of food; you could run out of water. You could run out of air! You could be walking around on the moon and your cord breaks and you float around Forever until you die! Call me a scardy cat but Im not going no were.* *I'm fine here on earth. I love the ocean, valleys, Mountains, Plains and platows. Here we have animalis and vegies. Here we have light that doesn't blind you. We have gravity. Tolits that fluse so your garbag doesn't float away.* *Yes I admit ii would be Fun to float around. To sleep in the air. To suck little milk droplets throue a straw. To have no gravity.* *I'm still going to stay here on earth were my feet touch the ground. All of they resons make me stay here where I was born and ment to be. Thank you for listing to my decision."*

Rationale: (0.5)	*Rationale: (1.5)*	*Rationale: (2.0)*	*Rationale: (3.0)*
- lacks an introduction and the conclusion is very weak - ideas are random and disconnected - very little evidence of organization within the writing piece	- introduction and conclusion are present but ideas are random	- introduction and conclusion are present - paragraphs are organized but the overall organization is ineffective	- introduction and conclusion are well-developed - paragraphs are well-developed and organized and the overall organization is very effective

Question 12: Write a speech or report to the Manitoba Aeronautical Space Agency (MASA) to explain whether or not you would like to go on a two-week space journey as part of an exploration team.

Outcome: 4.2.4—Enhance Artistry

– choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis

Focus for Assessment: Consider how well the language used creates mental images, thoughts and feelings for the reader.

Use of Language

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• language is very simple and limited	• demonstrates limited language use to clarify meaning and create emphasis • uses a **limited range** of vocabulary and word choices	• chooses language [including transitional devices, sentence patterns, and poetic language] to enhance meaning and create emphasis • uses a **range** of vocabulary, word choices, and sentence patterns to enhance meaning and create emphasis	• chooses language [including transitional devices, sentence patterns, and poetic language] to enhance meaning and create emphasis • uses a **wide range** of vocabulary, word choices, and sentence patterns to enhance meaning and create emphasis

Note to markers:

Outcome: 4.2.4—Enhance Artistry

Exemplars

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level Score: 3.0
"yes I would like to go on this trip. Because it would be a fun experience and I would also like to see the planets : the earth; outer space and the moon. I've always wanted to go into outer space!! It would be/look/feel so so cool to go into outer space."	*"These are some of the resons I would want to go to space and see. I would want to see all of the cool shites and all of the other cool things. To go and see if we can find water on a planet. It would also be kind of cool to go there to see ever different planets. Some of the resons I would not want to go is what if we do see a life forme and then our ship brakes and we can't go back to earth our we run out of air and we all die. Thease are some question that I have what well we do if we go out side of the ship and fall off? Another qution I have is how longe does traning take to be traned to go in to outer space? One more qution I have is how longe well we be in space and how long well the mission last? One of the thing that I well want to do in space is go and see if there is rally a planet far there then plato and how big is space dose it ever end. If it dose and how big is it? Who was our what ship has ever gone the farthes what did they find? In space what kind of stuff do we owe you do rap in the outer world's can we ever find the end of space. Our can we ever find ailens our is life on other planet? When we blast into space does to shutes drop of like rocke to lihten the wight of the ship as it can go hihger and faster so that they can go farther into space and studey how far you gone in space. Whe the rokets fall off do they come back down to earth and exeplode our does a parshute come out and stop it from hiting the ground a go boom. In space is there a real Alpha nine in space and if there is well we go and live in space and drive around on a*	*"Im sorry MASA but I must deni your request to join the space exploration team. I would gladfuly join if it was not for the main fact that Im claustrophobic and a small space like a space ship is not a place for that tipe person.* *Another reson I must deni your reques is that I would not be able to adapt to the life of an astronaut. Having to wash your self down with a wet toul is not my idea of fun. I would not like the fact that I have to be strapped down to sleep because I hate to be strapped down and not be able to move. The rest room isn't that plesent place to go to eather.* *The thing I probably would not like the most is not being able to go swimming in a lake in the summer or go to family reunings or in the winter not being able to go snow shoeing, down hill skiing, or sliding. I guess you could say I would miss the world I know and live on now.* *Once again I would like to say I'm sorry but I can not be a part of the space exploration team thank-you."*	*Yes, I would deffinetly like to go on a two week space journey as part of MASA team because this is a chance you get only once in your lifetime.* *There are lots of reasons why I chose to go on a space journey, but the main reasons are because you get to see the beautiful planets and experience what other people have always wanted to experience before. Imagine yourself in the outer space, floating and laughing along with your crew members. You will get to experience eating in space, washing yourself in space and much more! It sure would be fun to experience new things in dark glittered space. Best of all, you get to see the beautiful planet earth closer than many other people have before. While you're watching beautiful wonders of the space, you may get to discover new stars, or even planets!* *Another reason why I chose to go out in space is because you get paid and bring happiness to you and your family. Your family would be proud of you not just because you brought home lots of money, but because you have brought a happiness to everyone. You could have saved a shuttle that were heavily damaged or you could have*

	skuter all day. Well it be like home. Is there a beach with fish in the water there. is there ski and air and well there be problems. In space stuff do you really have to hold on and strap your feat down just to go to the bathroom. When you go to bed, do you rally have to srope your self down but how can you get out like unstrape your self say you are on a head on colionen with a meter our a canine and you can't get out do you just lay there and die. Say your last word. One more thing What kinds of thing's our astronauts/space paople involved in today our they planing on going like to mars our plato in future. How longe dose it take to papare a to lanche a shutel into space."		*found any answer that many people have wondered about for ages! Also, you will bring a respect and encouragement to many people, like Marc Garneau and his speech; "Believe in yourself and stretch 10 percent beyond what you believe is your limit.* *If I just sum it all up, going to the space and working hard may give a happiness and encouragement to many people."*
Rationale: (0.5)	***Rationale: (1.0)***	***Rationale: (2.0)***	***Rationale: (3.0)***
- simple and limited language	- lack of variety in the sentence patterns - some sentences are difficult to understand - interferes with comprehension	- Student uses a range of vocabulary, sentence patterns and word choice - language enhances meaning and creates emphasis	- good descriptive language - mental images and feelings are developed - emphasis is developed

Question 12: Write a speech or report to the Manitoba Aeronautical Space Agency (MASA) to explain whether or not you would like to go on a two-week space journey as part of an exploration team.

Outcome: 4.3.1, 4.3.2, 4.3.3—Grammar and Usage, Spelling, Capitalization, and Punctuation

4.3.1 – Grammar and Usage: edit for subject-verb agreement, appropriate verb tense and correct pronoun references

4.3.2 – Spelling: know and apply spelling conventions using appropriate strategies and spelling patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions to conventional spelling patterns

4.3.3 – Capitalization and Punctuation: know and apply capitalization and punctuation conventions in compound sentences, titles, headings, salutations and addresses when editing and proofreading

Focus for Assessment: Consider the extent to which the errors detract from the overall impact of the work but do not affect meaning.

Mechanics

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• shows no understanding	• inconsistently: – uses subject/verb agreement, verb tense, pronoun reference, and sentence structure – uses spelling strategies and patterns – uses capitalization and punctuation	• generally: – uses subject/verb agreement, appropriate verb tenses, correct pronoun references, and sentence structure – uses accurate spelling strategies [including syllabication, structural analysis, and visual memory] and spelling patterns – uses accurate capitalization and punctuation in appropriate context	• consistently: – uses subject/verb agreement, appropriate verb tenses, correct pronoun references, and sentence structure – uses accurate spelling strategies [including syllabication, structural analysis, and visual memory] and spelling patterns – uses accurate capitalization and punctuation in appropriate context
[errors are distracting and interfere with readability]	[errors often interfere with the reader's understanding of the ideas]	[infrequent errors may detract from the overall impact of the work but do not affect the meaning]	[rare errors in spelling and minor errors in grammar and punctuation may exist but do not affect the overall impact]

Note to markers:

- Students who write 3 sentences or less can be awarded a maximum of 2.0 on this outcome.

Outcome: 4.3—Grammar and Usage, Spelling, Capitalization, and Punctuation

Exemplars

No Evidence	Below Level	At Level	Above Level
0 0.5	1.0 1.5	2.0 2.5	Score: 3.0
"I think it would be fun to go up in space Than I can feel How I can eat up Ther and I can see How or feel How to do There kind of bath with a towel and sit on there toilet to feel and see How it works. When we sleep it would be cool to lie in the air and sleep and lightly bouncing off The walls, if I was pick To I could be much more speachless [I do not know if it is a word but you should know what I mean] wouldn't you think so. I would like to stay there foverey but I could so about 1 month or 2 weeks so I can do everything Two times or more. One day we could do some fun thing and than The we can do some work Play game half a day and We can work or can Work for 1 week Than the other week we can just have fun. Well I would like to talk more, Laugh out loud!, I mean write more but I have nothing else To say sorry so bye now. p.s. if I could go up in space I would take it much serious about this mission or place That we would go on but I would still want To go on it. Thank you for readying This by Now. p.s if I had anything more to say or add in this letter I will come and add it."	*"Good after noon every one I would like to introduce my self my name is Mr. Moose. I would like to tell you what I think of space. I would not like to go to space for a week or two cause it would be a long trip there and a long trip back. And I know there are lots of amazine stuff in space but it takes a long time there and the most likely planet I would like to see is Mars and Venus. Also I would like to see a astroide or a star up close. I would like to see how the space ship is controled and how the was room is used and how fast we are going. Also I would like to see how astronauts work on the space ship from out side or in side and the suit they have to use and how heavy it is. I would like to see a space man and get to know the astronauts. How they work on a satellite how do they know What to do when the satellite is broken or damaged or if a wire broke or it got on fire and it blowed up in there face when they where working on it. I would like to see the black hole for real life but I would not go to space and this is all I could tell you guys and ladies."*	*"Im sorry MASA but I must deni your request to join the space exploration team. I would gladfuly join if it was not for the main fact that Im claustrophobic and a small space like a space ship is not a place for that tipe person.* *Another reson I must deni your reques is that I would not be able to adapt to the life of an astronaut. Having to wash your self down with a wet toul is not my idea of fun. I would not like the fact that I have to be strapped down to sleep because I hate to be strapped down and not be able to move. The rest room isn't that plesent place to go to eather.* *The thing I probably would not like the most is not being able to go swimming in a lake in the summer or go to family reunings or in the winter not being able to go snow shoeing, down hill skiing, or sliding. I guess you could say I would miss the world I know and live on now.* *Once again I would like to say I'm sorry but I can not be a part of the space exploration team thank-you."*	*Yes, I would deffinetly like to go on a two week space journey as part of MASA team because this is a chance you get only once in your lifetime.* *There are lots of reasons why I chose to go on a space journey, but the main reasons are because you get to see the beautiful planets and experience what other people have always wanted to experience before. Imagine yourself in the outer space, floating and laughing along with your crew members. You will get to experience eating in space, washing yourself in space and much more! It sure would be fun to experience new things in dark glittered space. Best of all, you get to see the beautiful planet earth closer than many other people have before. While you're watching beautiful wonders of the space, you may get to discover new stars, or even planets!* *Another reason why I chose to go out in space is because you get paid and bring happiness to you and your family. Your family would be proud of you not just because you brought home lots of money, but because you have brought a happiness to everyone. You could have saved a shuttle that were heavily damaged or you could have found any answer that many people*

			have wondered about for ages! Also, you will bring a respect and encouragement to many people, like Marc Garneau and his speech; "Believe in yourself and stretch 10 percent beyond what you believe is your limit. *If I just sum it all up, going to the space and working hard may give a happiness and encouragement to many people."*
Rationale: (0.5)	***Rationale: (1.0)***	***Rationale: (2.0)***	***Rationale: (3.0)***
- capitalization, punctuation and spelling errors interfere with the readability	- several run-on sentences are noted; capitalization and punctuation are not used consistently	- infrequent errors detract from the overall impact of the writing task	- while there are minor errors in spelling (e.g., deffinetly), these errors do not affect the overall impact

Question 13:	Design a t-shirt.

Outcome: 4.2.3—Enhance Legibility

- write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of formatting options [such as spacing, graphics, titles and headings, variety of font sizes and styles...] when appropriate.

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• response demonstrates a minimal attempt	• response lacks formatting options such as images, words, phrases and colour, that celebrate space exploration	• response uses appropriate formatting options such as images, words, phrases and colour, that celebrate space exploration	• response uses effective formatting options such as images, words, phrases and colour, that celebrate space exploration

Note to markers:

- A minimal attempt should be awarded a "0.5".

Outcome: 4.2.3—Enhance Legibility

Exemplars

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level Score: 3.0
Rationale: (0.5)	***Rationale: (1.0)***	***Rationale: (2.0)***	***Rationale: (3.0)***
- response	- spacing is inappropriate; lacks graphics and colour; no variety of font style	- formatting options are used appropriately; spacing and graphics are effective but size and style detract from the picture	- spacing is inappropriate - use of words and phrases are appropriate, and celebrate space exploration

Question 13: Design a t-shirt.

Outcome: 4.2.4—Enhance Artistry

– choose language, sounds, and images to enhance meaning and emphasis

Use of Language

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• response demonstrates a minimal attempt	• response does not enhance meaning and emphasis through a variety of images and words	• response enhances appropriate meaning and emphasis through a variety of images and words	• response enhances effective meaning and emphasis through a variety of images and words

Note to markers: –

- A minimal attempt should be awarded a "0.5".

Outcome: 4.2.4—Enhance Artistry

Exemplars

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level Score: 3.0
Rationale: (0.5)	***Rationale: (1.0)***	***Rationale: (2.0)***	***Rationale: (3.0)***
- response	- lacks meaning and emphasis	- appropriate meaning and emphasis was created but not effective	- images and words effectively create meaning and emphasis

Question 14:	What part of your t-shirt design celebrates space exploration. Explain how your t-shirt celebrates space exploration.

Outcome: 5.1.4—Celebrate Special Occasions

- explore and experiment with various ways in which language is used across cultures, age groups, and genders to honour and celebrate people and events

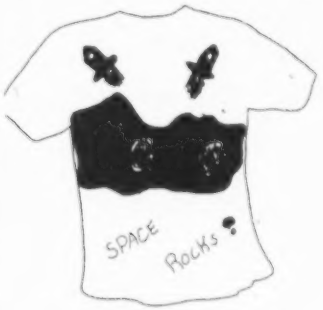
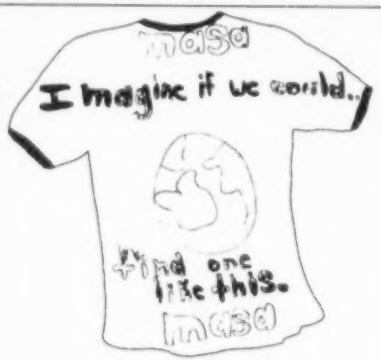
No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• response shows no understanding	• states how t-shirt celebrates space exploration **or** • explanation is not connected to the design	• explains how t-shirt celebrates space exploration **and** • explanation is connected to the design	• explains **with elaboration**, how t-shirt celebrates space exploration **and** • explanation is connected to the design

Note to markers:

- If the student lists images from the t-shirt, award a "1".

Outcome: 5.1.4—Celebrate Special Occasions

Exemplars

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level Score: 3.0
			
"the spaceship, the moon, and Mars." *"It shows a spaceship fly to Mars."*	*"the two rockets in the corners."* *"because you use rockets to go to space."*	*"The space ship and the banner at the bottom."* *"They mean when go out to space they help us learn more about it."*	*"the part of my t-shirt would be the words"* *"it celebrates by saying that we could find other worlds like ours"*
Rationale: (0.5)	***Rationale: (1.0)***	***Rationale: (2.0)***	***Rationale: (3.0)***
- response is a list of what is on the t-shirt; explanation of how it celebrates space exploration is missing	- response is a list of what is on the t-shirt; explanation of how it celebrates space exploration is missing	- response explains how t-shirt celebrates space exploration, and is connected to the design, but explanation is not developed	- explanation is elaborated (e.g., "by saying we could find other worlds like ours"

Question 15: Now that you have completed the test, write a journal entry to reflect on how you learned over the past three days.

Include:

- strategies you used;
- which strategies worked best for you and why; and
- what you still wonder about as a learner.

Outcome: 1.1.5—Set Goals

- Assess personal language use and revise personal goals to enhance language learning and use.

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level 3.0
• response shows no understanding	• identifies a strategy that was helpful **and/or** • states a reflection **and/or** • states learning goal or next steps	• identifies a strategy that was helpful **and** • reflection explains/describes [making reference to at least one of effort, productivity, quality, using criteria/checklist, self assessment, questioning, monitoring, thinking, etc.] **and** • explains or reflects on learning goal or next steps	• identifies a strategy that was helpful **and** • reflection explains/describes **with elaboration** [making reference to at least one of effort, productivity, quality, using criteria/checklist, self assessment, questioning, monitoring, thinking, etc.] **and** • explains or reflects on learning goal or next steps **with elaboration**

Note to markers:

- A response that addresses only two of three parts is scored as a below level response.
- If the learning goal reflects content, it is not appropriate.

Outcome: 1.1.5—Set Goals

Exemplars

No Evidence 0 0.5	Below Level 1.0 1.5	At Level 2.0 2.5	Above Level Score: 3.0
"Well I learned lots of new things the past three days for example if you want to go to the bathroom get ready to hold on to handles at same time & when you want to go to sleep it's more than a little tricky you get strapt in to your bed (arms, legs, head and all) try that once good luck!!!"	*"Some strategies I used was look at how many marks I would get for each section and I thought in my head how much time I would take and It worked. Some things I wish was in here that I wanted to know about was Pluto and why It's so small."*	*"During my writing time some strategies I used was just to listen, read everything and sometimes even use prior knowledge.* *For me, just listening and making sure that I read all of the instructions carefully and followed all of them. I didn't rush, I took enough time to have pretty detailed answers.* *As a learner I still wonder what different strategies I could use as a writer."*	*"I have learned a lot over the past 3 days. The strategies I used to answer the questions were to take what I have learned from the readings and use that of course but I also had to look back at the readings to see if I missed anything of importance to answering the question that I was on. This strategy wasn't the only one that I used but it worked the best for me. My other strategy was to just use what I read and not go back and check. That didn't work too well until I improved that strategy. I still wonder how I can combine both my own answer and the book's knowledge in a short, clear, and more defined answer."*
Rationale: (0.5)	***Rationale: (1.0)***	***Rationale: (2.0)***	***Rationale: (3.0)***
- did not identify strategy - reflection was based on content - did not identify learning goal	- identified strategy (e.g., "look at how many marks") - stated reflection (e.g., "and it worked") - learning goal reflects content	- identified strategy (e.g., "to listen, read everything…") - reflection was explained - learning goal was stated and an attempt was made to explain the learning goal, but it was underdeveloped.	- all three sections were well detailed

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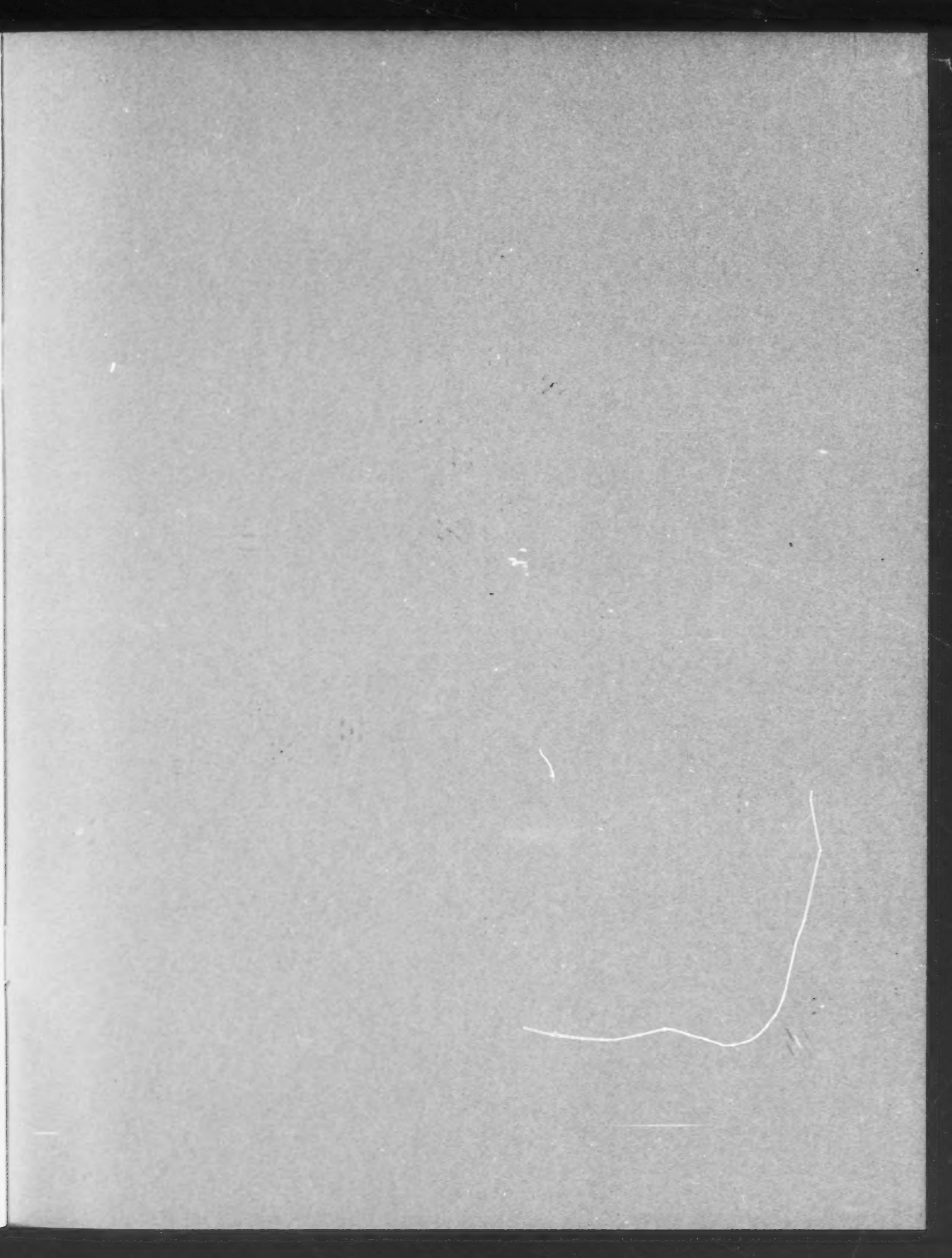

Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test

Exemplar Booklet

June 2004

Manitoba
Building for the Future

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Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3.0E 3J5

1.

Throughout the journal, the writer describes many experiences and events that happened before leaving for space, upon arrival, and after being in space for a while.

101

3 marks

Identify for each of the time periods:

1. An experience or event that the writer had;
2. A feeling that the writer had;
3. A reason why you think the writer felt that way.

	Experience or Event	Feeling	Reason
	[illegible]	[illegible]	[illegible]
Before Leaving	• being chosen to be one of the 55 people to go to Alpha nine	→ Fear/excitement	→ seeing new features of space
Upon Arrival	• Traveling to Alpha nine.	→ shockness	→ massive building alpha nine
After a While	• [illegible] Seeing the new features at Alpha nine	→ [illegible] boringness	→ every living room is the same

Score **3.0**

Rationale: **There is a connection evident between experience/event, feeling and reason for each of the three time periods.**

1.

101

Throughout the journal, the writer describes many experiences and events that happened before leaving for space, upon arrival, and after being in space for a while.

3 marks

Identify for each of the time periods:

1. An experience or event that the writer had;
2. A feeling that the writer had;
3. A reason why you think the writer felt that way.

	Experience or Event	Feeling	Reason
	Example: *Leaving in 4 days on the greatest adventure of all time.*	*Excitement*	*The colonist is going somewhere new.*
Before Leaving	being offered to go →	Feel/excited →	Seeing new features of space
Upon Arrival	Starting to Alpha Dock →	Emotionless →	positive building alpha dock
After a While	Seeing new world sights →	Energized →	Part of being in space

Score: 3.0

Rationale: There is a connection evident between experience/event, feeling and reason for each of the three time periods.

102

	Experience or Event	Feeling	Reason
	Example: • *Leaving in 8 days on the greatest adventure of all time.*	• *Excitement*	*The colonist is going somewhere new*
Before Leaving	• he was going to space in 8 days	→ • Nervous excitement	→ : he's going somewhere he has never been before
Upon Arrival	• he saw how big the Alpha Nine was for the first time	→ • anxious • scared	→ • he went in the docking bay, it was Pitch Black
After a While	• he was bored	→ • Bored • excited	→ • the living quaters had no colour and the transportation was cool

Score 2.0

Rationale: Experience or event was not correctly identified for "After a While" (feeling was identified instead of an experience or event).

103

	Experience or Event	Feeling	Reason
	[redacted]	[redacted]	[redacted]
Before Leaving	• →	→	
Upon Arrival	• Waiting for ship to be pressurized	→ anxious	→ dangerous to leave without air or gravity.
After a While	• living quarters are drab	→ bored	→ it's always the same there.

Score 2.0

Rationale: Connections for "Upon Arrival" and "After a While" are evident.

102

	Experience or Event	Feeling	Reason
	Example: • *Leaving in 8 days on the greatest adventure of all time.*	• *Excitement*	• *The colonist is going somewhere new.*
Before Leaving	• he was going to space in 8 days	→ • Nervous excitement	→ • hes going somewhere he has never been before
Upon Arrival	• he saw how big the Alpha Nine was for the first time	→ • anxious • scared	→ • he went in the docking bay it was Pitch Black
After a While	• he was bored	→ • Bored • excited	→ • the living quaters had no colour and the transportation was cool

Score: 2.0

Rationale: Experience or event was not correctly identified for "After a While" (feeling was identified instead of an experience or event).

	Experience or Event	Feeling	Reason
Before Leaving	Example: • *Leaving in 3 days on the greatest adventure of all time.*	• *Excitement*	*The colonist is going somewhere new*
Upon Arrival	• Waiting for ship to be presurized	→ anxious	→ dangerous to leave without air or gravity.
After a While	• living quarters are drab	→ bored	→ it's always the same there.

Score: 2.0

Rationale: Connections for "Upon Arrival" and "After a While" are evident.

104

	Experience or Event	Feeling	Reason
	Example: • *Leaving in 3 days on the greatest adventure of all time.*	• *Excitement*	*The colonist is going somewhere new.*
Before Leaving	• about to leave	→ , excite ment , nervous	→ Happy to be going. nervous becaus spaceship might break down
Upon Arrival	• looked small	→ excited. anchious.	→ Leaving today.
After a While	• having a great time	→ • great	→ not as fancy

Score 1.0

Rationale: Connection is evident for "Before Leaving". Reason listed for "Upon Arrival" and "After a While" are not connected to experience/event and feeling.

105

	Experience or Event	Feeling	Reason
	Example: • *Leaving in 3 days on the greatest adventure of all time.*	• *Excitement*	*The colonist is going somewhere new.*
Before Leaving	• he Was thinking if anyone was going to get hurt	→ scard →	he was scard Because Dangthing might came off of the ship
Upon Arrival	• they are going to this space station.	→ happy →	huge
After a While	• thinking how it looks on Earth	→ Sad →	there Street lights and where you can cross the road alot of stuff

Score 1.0

Rationale: Connection is evident for "Before Leaving". The feeling and reason listed for "Upon Arrival and "After a While" are not connected to the experience or event.

104

	Experience or Event	Feeling	Reason
Before Leaving	Example: • *Leaving in 8 days on the greatest adventure of all time.*	• *Excitement*	*The colonist is going somewhere new.*
Upon Arrival			
After a While			

Score: 1.0

Rationale: Connection is evident for "Before Leaving". Reason listed for "Upon Arrival" and "After a While" are not connected to experience/event and feeling.

105

	Experience or Event	Feeling	Reason
Before Leaving	**Example:** • *Leaving in 8 days on the greatest adventure of all time.*	• *Excitement*	*The colonist is going somewhere new.*
	•	→ scard	→ he was scard Because because maybe could be off the ship
Upon Arrival	•	→ happy	→ huge
After a While	•	→ sad	→

Score: 1.0

Rationale: Connection is evident for "Before Leaving". The feeling and reason listed for "Upon Arrival and "After a While" are not connected to the experience or event.

106

	Experience or Event	Feeling	Reason
Before Leaving	**Example:** • *Leaving in 8 days on the greatest adventure of all time.* • Getting extied	→ Excitement	→ because its the first time they been there
Upon Arrival	• Nervous to go to Space	→ Nervous because of the fun	→ because of the spaces and gravity
After a While	• going back to earth again	→ different because there were no food on space	→ because there back on the Earth

Score 0

Rationale: Experience/event and feeling are repeated for "Before Leaving" and "Upon Arrival". Event listed for "After a While" did not happen.

201

2.

2 marks

Compare an experience, event or feeling in "Alpha Nine" to something that has happened to you or someone you know.

When I changed rooms with my sister, my sister left a lot of her things there such as posters. I left them there because I was to lazy to do it. Suddenly it felt like something was missing. I put up a poster of a basketball player and it made my bedroom look more of my personality

Score 2.0

Rationale: **Connection is implied and well-explained.**

202

One experince that I had that was like the experience in Alpha Nine was traveling on a vacation to Texas. I was leaving Canada for the first time to go somewhere new and I was exited. I was going to see new stuff. That was cool!!

Score 2.0

Rationale: **Connection made between Alpha Nine and personal experience.**

203

When I was trying to ride my bike I felt exited but then I thought what could happen If I fell off my bike.

Score 1.0

Rationale: **Weak connection. The ideas of feeling excited and falling off the bike are not well-developed.**

204

my uncle Randel went to a new contry and before he left he had to learn how to Speek Spanish.

Score 1.0

Rationale: **Weak connection. The idea of learning a new skill is not well developed.**

205

it reminds me of me and my friends were in the field talking and sitting on the grass

Score 0

Rationale: No connection between Alpha Nine and personal experience.

206

Alpha mine is not the Same because I never went any where that is an life time experience. But I hope to go Some where.

Score 0

Rationale: No connection between Alpha Nine and personal experience.

3.

After reading "Space Stuff" found on pages 6 and 7 of your *Readings Booklet*, identify and record information facts in the chart below.

301

4 marks

Complete every box.

	Fact that makes me want to go to space	Fact that makes me want to stay home
The Question Everyone Asks	•You don't have to worry because you won't float off the toilet.	•The toilet is weird because you have to get strapped down so you don't float away
Sleep Tight	•You get to float around when you sleep.	•You have to strap yourself down when you go to sleep.
The Soup Is Loose	•Eat normal food except crumby food.	•Your food might float away.
Rub-a-Dub-Dub	•You get to use rinseless shampoo.	•You have to have sponge baths

Score 4.0

Rationale: All facts are categorized appropriately.

302

	Fact that makes me want to go to space	Fact that makes me want to stay home
The Question Everyone Asks	•You do not have to flush.	•it has to vacume at your waste.
Sleep Tight	•You get to flaut around	•you have to sleep with head and body restraints.
The Soup Is Loose	•It would be fun to catch the food	•you get no cold drinks
Rub-a-Dub-Dub	•you take a lot less time bathing	•you can't take a bubble bath

Score 3.0

Rationale: The "Rub-a-Dub-Dub" responses are not facts from the reading.

303

	Fact that makes me want to go to space	Fact that makes me want to stay home
The Question Everyone Asks	• It would be a good story to tell everyone.	• what a hassle just to use the bathroom.
Sleep Tight	• It would be a neat experiance to try!	• I like my sleep, and my blankets!
The Soup Is Loose	• No cold drinks means no pop, may be thats a good thing.	• who knows when food is going to spill, it could be dangerous.
Rub-a-Dub-Dub	• Wow, bathing with wet towels sounds like it could be kinda fun!	• I can't really imagne not having a regular shower.

Score 1.5

Rationale: Facts for "The Soup Is Loose" and fact that makes me want to go to space for "Rub-a-Dub-Dub" are credited. Other responses either do not represent facts (e.g., "it would be a neat experience to try") or represent opinions (e.g. "What a hassle just to use the bathroom").

304

	Fact that makes me want to go to space	Fact that makes me want to stay home
The Question Everyone Asks	• It's cool how they go to the bathroom	• It's kind of weird how they go to the bathroom too.
Sleep Tight	• you could be sleeping and also floating around. Cool!!!	• No more warm comphy beds!!!
The Soup Is Loose	• It might be fun to catch soup in the air.	• It's to hard to eat!!!
Rub-a-Dub-Dub	• It's cool the way they shower.	• It's to hard to do!!!

Score 1.0

Rationale: "You could be sleeping..." and "It might be fun to catch soup in the air" are credited. Other responses represent opinions.

305

	Fact that makes me want to go to space	Fact that makes me want to stay home
The Question Everyone Asks	• How it will be interesting when you use other 'hard' kind of washrooms!	•
Sleep Tight	• I usually don't sleep with 'easy and comfortable' so, I don't care about how I can sleep!	•
The Soup Is Loose	• Aaaaaa - Floating soup? But I don't drink cold drinks much and No crumbly food. It could be same life.	•
Rub-a-Dub-Dub	•	• -DIRTY! I can't imagine how they can wash that way! Wet towels with water gun! ... Yuck!

Score 1.0

Rationale: The fact that makes me want to go to space for "The Soup Is Loose" and the fact to stay home for "Rub-a-Dubb-Dub" are credited.

4.

Do you think that you would be able to adapt and be comfortable living in space?
Explain by using ideas and information from "Space Stuff" **and** your own experiences.

401

3 marks

I probably will adapt and be comfortable in space but will take a long time to. For example if you need to use the washroom you need to turn on all these switches and need to do things perfectly to make it work. Eating things are also hard because you have to be sure that nothing is floating around and that all food is eaten properly.

Score 2.5

Rationale: Identified that they would be comfortable living in space. Referred to Space Stuff but did not reference their own experience.

402

Yes Because I like how you can sleep it must be comftorble to just float and sleep at the same time and to take a bath it would be fun to keep trying to keep my hair down and eating would be funny to eat something put it down and the next thing you now it's flying

Score **2.5**

Rationale: **Identifies that they would be comfortable in space. Decision is explained, referencing Space Stuff but reference to own experience is missing.**

403

After looking at the facts I have to say yes I want to go. I have to admit, it would be difficult to cope with the changes and live with them for 2 weeks but im up for the challenge.

Score **2.0**

Rationale: **Identifies that they would be comfortable living in space. Decision is explained and own experience is referenced ("up for the challenge.").**

404

After a while I could get use to doing things very different. I'd have to get use to the toilet and bathing different. The experiences I've had are not having a shower every day or something like you would be cleaner not having a shower.

Score 1.5

Rationale: **Decision is stated with reference to their own experience but the explanation is not clear.**

405

~~The question I often~~ everyone asks why I'm so weird because I choose to be sleep tight, of the time I have Kinkelpeck mucel I had to sleep Perfish Soup is/ooz- When my dad was cook soup rub-a-dub-dub when I have an ear infection and I couldn't take a bath

Score 0

Rationale: **Response is off-topic.**

5.

3 marks

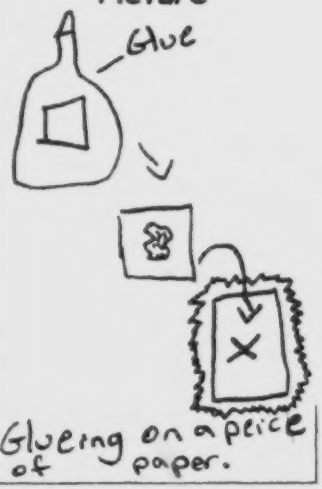
Complete the following three-point approach. You may use your dictionary and thesaurus.

Choose one of the underlined words from "Space Stuff", on pages 6 and 7 of your *Readings Booklet*.

Complete the following. Each point must match the way the word is used in "Space Stuff".

- Definition
- Synonym (word that has the same meaning)
- Picture

501

Definition	Word	Picture
Able to stick to something, or an object	adhesive **Synonym** glue or paste	

Score 3.0

Rationale: Correct definition in context.

Synonym is in context.

Picture represents an understanding of the word "adhesive" as it is used in "Space Stuff" (i.e., the idea of "sticking").

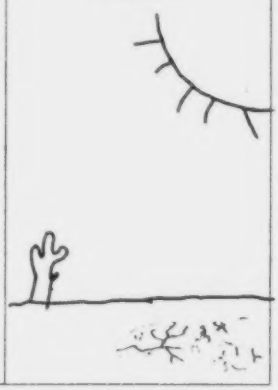
502

Definition	Word	Picture
sticky foods are the best type of food in space because it would fall apart. -Dryed out food	dehydrated **Synonym** -weigh less - take up less room	

Score 2.0

Rationale: Correct definition in context. Synonym is not provided (student provided definition of what "dehydrated" means.) Picture represents an understanding of the word "dehydrated" as it is used in "Space Stuff" (i.e., the idea of "dried food").

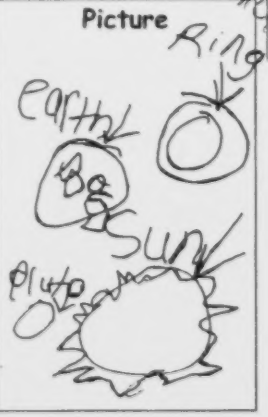
503

Definition	Word	Picture
deprive of water or the elements of water	dehydrated Synonym drought	

Score 1.0

Rationale: Definition is in context.
Synonym is out of context.
Picture does not represent an understanding of the word "dehydrate" as it is used in "Space Stuff".
Picture should represent the idea of dried food.

504

Definition	Word	Picture
outside of earth	outer space Synonym The universe	

Score 0

Rationale: The word selected is not one of the choices from "Space Stuff".

6. Has your choice/decision changed since your first gauge on page 4? Explain why or why not by using some ideas from the pictures, chart, readings and discussions.

601

Yes it has changed my decisions of to go or not to go to space since my first gauge because as I went through my reading booklet, I thought of more ideas why I should go in space. "Space Stuff" helped me a lot because it had the most details about space.

Score 3.0

Rationale: Statement of viewpoint is present. Is clearly supported and makes specific reference to Space Stuff. Revision of thought is meaningfully connected to the new information.

602

yes my decission has changed I need a good washroom and Shower. I also like to eat good Food not Sticky Soupy ones. Now I definetly do not have to go to Space.

Score 2.5

Rationale: **Statement of viewpoint is present. Is clearly supported and makes specific reference to Space Stuff. Connection is clarified through comparison (e.g., "like to eat good food not sticky soupy ones.").**

603

My choice/decision has changed. I have become more interested in the lifestyle that astronauts have once they are in space like the food they eat and how they have to have sponge baths

Score 2.0

Rationale: **Statement of viewpoint is present. Is clearly supported and makes specific reference to Space Stuff.**

604

Yes, my choise has changed since I started. I think I'd like to go a bit more now that I've read about some of the funner things. I still need more info though

Score 1.5

Rationale: Viewpoint is stated but is lacking specific reference to the readings and discussions.

605

Maybe I will go to space if I learn lots more of what in space or what could happen to me or other ones

Score 1.5

Rationale: Viewpoint is stated but no specific reference is provided.

606

I changed my mind about the bathroom (how to go to the bathroom

Score 0

Rationale: Irrelevant response—did not answer the question.

7. The author uses phrases to help us create pictures in our mind.
Copy an example of a descriptive phrase that is found in this poem.

3 marks

701

~~And do they have snow to silver the roads.~~

Explain what it makes you think of or how it makes you feel.

~~It makes me feel happy that we have cold snow that makes~~ ~~everything silver and happy because we can play and make~~ ~~snowman where in some countries people can't.~~

Score **3.0**

Rationale: **Identifies an example of descriptive language. Explanation includes elaboration (for example, "because we can play and make snowman where in some countries people can't").**

702

But do they have anything Better than we?
Do you think, for instance. They Have a blue
sea For sailing and swimming? Do planet's have hills
With rosberry thickets Where a song sparro fills

Explain what it makes you think of or how it makes you feel.

This makes me feel Happy and Relaxed.
It makes me think of a beach playing
joyfully with friends.

Score **2.5**

Rationale: **Example is identified. Response states how the descriptive language enhances mood ("It makes me think of a beach playing joyfully with friends."**

703

Do you think, for instince, they have a blue sea
for sailing & swimming? Do planets have hills with raspberry
thickets where a song sparrow fills

Explain what it makes you think of or how it makes you feel.

this poem makes me feel relaxed & calm, because
it's so gentle.

Score **2.0**

Rationale: **Example is identified. Response states how the descriptive language enhances mood (e.g., "it's so gentle").**

To travel to saturn or venus of mars or maybe discover some unchanted stars

704

Explain what it makes you think of or how it makes you feel.

To me it sands exciteting because you have an operturnaty to go and do several things

Score **2.0**

Rationale: **Example is identified. Response states how the descriptive language enhances mood (e.g., "...you have an opportunity to go and do several things").**

And do they have ~~snow~~ to silver the roads where the school buses go.

705

Explain what it makes you think of or how it makes you feel.

It makes me think of how beautiful the world is.

Score **2.0**

Rationale: **Example is identified. Response states how the descriptive language enhances images.**

706

Oh, it will be fine To racket through space And see the reveise Of the moon's dark face

Explain what it makes you think of or how it makes you feel.

It makes me think of my grandpa because he went in a space ship.

Score **1.0**

Rationale: **Example is stated but explanation is unclear.**

707

Do planets have hill with raspberry hills where a song sparrow fills

Explain what it makes you think of or how it makes you feel.

I make me want to go to space right now.

Score **1.0**

Rationale: **Example is stated but explanation is incomplete.**

The phrases are the planets and the Winter and Summer thotghs

708

Explain what it makes you think of or how it makes you feel.

It make me be com because those are about com:ething to thing

Score 0

Rationale: Response does not identify a descriptive phrase.

I can see Saturn when I read that Space poem

709

Explain what it makes you think of or how it makes you feel.

It makes me feel like I'm a astronote and I'm hoping on the moon.

Score 0

Rationale: Response does not identify descriptive phrase.

8. Summarize in your own words what you think the author's message

801

I think the author's message is that Its ok to go other places and see other thing in Outerspace but home on earth is the Best out OF them all I Know this Because He Says "Oh I'm all For Rockets And worlds hot and cold But I'm wild In love with the planet we got!

Score **3.0**

Rationale: **Explanation is clear and is elaborated. Support from text comes from the direct quotation.**

802

I think the author did a great job. He/She let everyone know that you could see a lot of unique things in space, but earth is just as unique

Score **2.5**

Rationale: **Explanation is well stated, and a reference to the poem is provided ("unique things").**

803

I think what he/she means that it could be neat in space but it's better down on earth.

Score 2.0

Rationale: Explanation is stated, and a reference to the poem is provided ("could be neat in space").

804

The authors message in this poem is be thank full for our resorces and to take care of our planet

Score 1.0

Rationale: Clear explanation is provided, but there is no reference to the poem.

805

I think the author's message is to try and make who ever reads the poem feel relaxed

Score 0

Rationale: Response indicates a feeling associated with the poem, not a message.

10.

a) **Some phrases have multiple meanings.**
Explain Marc Garneau's use of the phrase "to Stretch".

1001

He meant you don't think you can go that fare but you can.

b) **Write a sentence using a different meaning of the phrase "to stretch".**

You can stretch you're clothes if there to small for ya.

Score 2.0

Rationale: The phrase is accurately explained, and original text is created in a new context.

1002

marc Garneau's use of the phrase Stretch means Reach for your dreams!

Reach for the Stars!

Score 1.0

Rationale: The phrase is accurately explained, but "stretch" was not included in their new sentence.

1003

I believe it means to try harder or be better then ~~usuall~~ usual or what you believe is your limit.

When your in a competition, try harder to acheive more than in a regular competition.

Score 1.0

Rationale: The phrase is accurately explained, but "stretch" was not included in their new sentence.

1004

to go beyond what ~~you're~~ you're already trying to beat your limit!

b) Write a sentence using a different meaning of the phrase "to stretch".

Score 0

Rationale: The explanation of the phrase is a restatement from the text. Original text using "stretch" was not created.

11.

a) Which astronaut's message do you find most inspiring?

The most interesting one is Julie Payette.

1101

b) How could you use this message to meet a personal goal?

So when a bully starts picking on me I'll say in my head they can't controll my life or me!!!

Score **3.0**

Rationale: **The connection between Julie Payette's message and the goal (taking control of life) is clear.**

1102

I found Julie Payette message was most inspiring

I could this message to help me understand that you need to work really hard and not let anyone get in your way

Score **2.0**

Rationale: **Connection is explained but the goal "to work really hard" is not explained.**

1103

I think that Julie Payette's message was most inspiring.

That don't get fusterated when I have bad they will come and go.

Score **2.0**

Rationale: **Connection is explained but the goal "don't get frustrated" is underdeveloped.**

1104

I think Marc Garneau's message is most inspiring.

for my future goal I have to go to a lot of school, and sometimes if im feeling low or frustrated I could read something like this to give me a boost.

Score **1.5**

Rationale: **Connection to the message is implied.**

1105

I think Dave Williams message is most inspiring.

I could use it to help me to believe in my self and to help me accomplish my future dreams.

Score **1.5**

Rationale: **While the message is similar to Dave Williams', there was an attempt to personalize it (e.g., "believe in myself...accomplish my future dreams").**

1106

I find Dave Williams message more inspiring.

You can use it by Having the courage to believ in yourself while striving for exellence.

Score **1.0**

Rationale: **The message is a restatement.**

Chart 1

	Reasons I Would Like to Go to Space (Pro)	Reasons I Would Not Like to Go to Space (Con)
My Own Ideas	- Something you will remember forever in your life	- Too many pressure is on you - You might die - You miss your family and friends
DAY 1 **Readings** Splash Page	- You get to see what many people have never seen before (earth, other planets) - Experience life different than the earth (no gravity, you float, using toilet)	- It's too dangerous working out in space. - You have to work hard and be responsible.
DAY 1 Alpha Nine: A New Adventure	- It is your dream going into space - You get to see new things	- You will miss planet earth - Is hard to get used to living in space.
Space Stuff	- Is a new experience you may have never tried before - Could be fun	- Could be hard getting adjust to doing things in space.

	Reasons I Would Like to Go to Space (Pro)	Reasons I Would Not Like to Go to Space (Con)
DAY 2 Valentine for Earth	-You get to see lots of amazing things, such as planets - You may discover new stars	I would miss my families, friends and planet earth.
Messages from MASA	- Gave me lots of courage and inspiration	- Going to space isn't one of my dream, so I would like to follow my real dream and complete it.

Answer this question once you have completed all readings.

Explain how the readings were helpful to you in making your decision to go or not to go to space.

Readings were helpful to me in making decision to go or not to go to space because all the stories gave me lots of facts and inspiration about space, such as astronaughts messages to us.

Score **3.0**

Rationale: **Chart is complete. Explanation is clear ("all the stories gave me lots of facts…").**

	Reasons I Would Like to Go to Space (Pro)	Reasons I Would Not Like to Go to Space (Con)
Chart 2 My Own Ideas	-great adventures -one in a lifetime adventure	-to float away
DAY 1 **ngs** Splash Page	-Beautiful senery -life experions -get to float in the air -feel cool to go to space in the ship -to see different Planets -to be able to use different machines	-weird to lit -looks dangeros working on somthing -could get lost -feel very different to be able to float -going fast on the ship -being afraid of hights
Alpha Mine: A New Adventure	-to be albe to see north -go different Planets -never to be able to forget	-might be boring -won't be able to do any thing -have to get use to things I might not be used of
Space Stuff	-to have different things done in a different way	-Some of the ways aren't all that good -might turn out as I planed

	Reasons I Would Like to Go to Space (Pro)	Reasons I Would Not Like to Go to Space (Con)
DAY 2 Valentine for Earth	To look at space See if its looks like inthe pictures - to find new planet/ star	-Being Bord
Messages from MASA	The experinces they must of had - to work as hard as them	- at scary times in there career

Answer this question once you have completed all readings.

Explain how the readings were helpful to you in making your decision to go or not to go to space.

It has helped me alot. Thinking of the scary times, or the good times I might have in space

Score **2.0**

Rationale: **Chart is complete. Explanation is not clear (how did the readings make the student think of scary times and good times?)**

	Reasons I Would Like to Go to Space (Pro)	Reasons I Would Not Like to Go to Space (Con)
My Own Ideas		
DAY 1 **ngs** Splash Page :	• I might see the sun up close.	• it would be hard to fall asleep in space
Alpha Nine: A New Adventure	• I would be able to tell my freinds all about alpha nine	• I would miss my family
Space Stuff	• I could brush my teeth Regularly	• I would have to take a sponge bath

	Reasons I Would Like to Go to Space (Pro)	Reasons I Would Not Like to Go to Space (Con)
DAY 2 Valentine for Earth	- would like to go to space because the moon sounds neat.	-I would not want to go to space because I would miss the beach
  Messages from MASA	- there is no reason	- my dream is to write a book so I think I would not want to go to space

Answer this question once you have completed all readings.

Explain how the readings were helpful to you in making your decision to go or not to go to space.

The readings were helpful to make my decision because without them I would have made the wrong choice.

Score 3.0

Rationale: Chart is complete (student provided reasons for all readings) but the explanation is clear (without the readings, I would have made the wrong choice).

Chart 4

	Reasons I Would Like to Go to Space (Pro)	Reasons I Would Not Like to Go to Space (Con)
My Own Ideas	get good view of comets planets maybe a blackhole	How you go to the bathroom The soup is loose. no cold food or drinks. eat's tooth paste. it's dangerous
DAY 1 **ngs** Splash Page	you get to float around Get a good view of earth cool toilets	it looks like tough work
Alpha Nine: A New Adventure		
Space Stuff		

	Reasons I Would Like to Go to Space (Pro)	Reasons I Would Not Like to Go to Space (Con)
DAY 2 Valentine for Earth	I like exploring	earth is the most high-tech planet
Messages from MASA		so I can scubadive

Answer this question once you have completed all readings.

Explain how the readings were helpful to you in making your decision to go or not to go to space.

I would probly go but I heard something bad

Score 1.0

Rationale: Chart is not complete. The explanation is attempted but not developed.

My Writing Task

1201

Why I would like to go into Space

My name is , I would love to go into space for two weeks, because I know that I would enjoy the adventure of space travel.

While in space I would like to go into space to see many ~~tools~~ and machines on the spaceship, ~~of course~~ but I would also really like to see sights outside the ship such as comets, other planets, and of course the other side of the moons dark face.

I would like to go to space ~~Also while in space I would expect~~ to learn new things. I would like to learn how exactly to use the toilet, how to operate machines on the spaceship, and to learn how beautiful the

other planets really are, I would be a great experience would love to learn how to wash myself in space and how heavy a space suit really is. I love to learn new things and space travell would give me that chance. ~~opertunity.~~

I think that I should go into space because I would enjoy the lovely scenery, the excellent learning experience, and most of all, the wonderful adventure that I would have. I would probably enjoy rocketing though space more than a lot of ~~people that would have had that~~ that person same ~~opertunity.~~ decision to make as I do. I am also a good to take into space because I adapt to new things opportunity.

and experiences very well and I learn new things very well.

Space travel has been one of my many dreams for a long time. Thinking of people discover new worlds always made me think, I would love to do that, and I know that it would be a thrilling experience to see new and untouched worlds.

Score and Rationale:

Outcome 4.1.1—3.0 marks
- ideas are connected to the readings, brainstorming and prior knowledge
- topic is focused for purpose and audience
- general ideas are presented, and are well elaborated

Outcome 4.1.3—3.0 marks
- paragraphs are well developed, and include a formal introduction and conclusion
- visual appearance of paragraphs is evident

Outcome 4.2.4—3.0 marks
- student uses a wide range of vocabulary
- language choice enhanced meaning and created emphasis

Outcome 4.3—3.0 marks
- use of accurate spelling strategies, capitalization and punctuation is consistent
-

TOTAL SCORE: 12.0 marks

My Writing Task

1202

Im sorry NASA but I must ~~dinie~~ deni your ~~request~~ to join the space exploration team. I would gladfuly join if it was not for the main fact that I'm claustraphobic and a small space like a space ship is not a place for ~~claustraphobic~~ that tipe person. ~~A nother~~ Another reason I must ~~dinie~~ deni your reques is that I would not be able to adapt to the life of an astronaut. Having to wash your self down with a wet taul is not my idea of fun. I would not like the fact that I have to be strapped down to sleep because I hate to be strapped down and not be able to move. The rest room isn't that plesent, to go to eather. place

The thing I probably would not like the most is not being able to go swimming in a lake in the summer or go to family reunings or in the winter not

being able to go snow shoeing, down hill skiing, or sleding. I guess you could say I would miss the world I know and live on now.

Once again I would like to say Im sorry but I can not be a part of the space exploration team thank-you. ~~and [illegible]~~

Score and Rationale:

Outcome 4.1.1—3.0 marks
- ideas are connected to the readings, brainstorming and prior knowledge
- topic is focused for purpose and audience
- general ideas are presented, and are well elaborated

Outcome 4.1.3—3.0 marks
- paragraphs are well developed, and include a formal introduction and conclusion
- visual appearance of paragraphs is evident

Outcome 4.2.4—2.5 marks
- student uses a range of vocabulary, sentence patterns and word choice
- language enhances meaning and creates emphasis

Outcome 4.3—2.0 marks
- infrequent errors detract from the overall impact of the writing task

TOTAL SCORE: 10.5 marks

My Writing Task

1203

I think that I would wanna go but for only for half of a week to see How its like. And if I liked it then I would PROBABLY wanna go again The Thing thats questioning me thoe, is. is it possible (for example) to go to any planets we want. I would Really would wanna go to URANUS OR MARS. And do they Really have to go in water for training. The thing that's Really troubling is how they eat and take a bath. How can they stand taking a bath with just a toner and Rinseless shampoo. and the other thing, how can they stand eating Dehydrated food which you have to add water to. There is a question that just came to my mind. When you go

to the washroom And then your done a vacuum sucks up the left overs. What does it do then (vacumms) And is it possible to drink liquids when your in space and is it safe to drink when you take a bath does it take longer to take a bath than doing it on earth And when you eat do you eat while your strapped or do eat in the air. And when you do daily things do you play games or watch videos Other then thoes question I would probably wana go. When you work out side do you have to work slower than you work on earth. And do the liquds have to be all warm

Score and Rationale:

Outcome 4.1.1—2.0 marks
- many ideas are listed and a few are supported

Outcome 4.1.3—1.0 marks
- ideas are not focussed
- sentences seem to be thrown in and do not connect within paragraphs
- lacks a conclusion

Outcome 4.2.4—1.5 marks
- vocabulary and word choice are limited
- uses questions within the writing piece, but does not use a variety of sentence patterns

Outcome 4.3—1.5 marks
- informal spelling
- run-on sentences
- poor capitalization

TOTAL SCORE: 6.0 marks

1204

My Writing Task

yes I would like to go on this trip. Because It would be a fun experience and I would also like to see the planet's: the earth; outer space and the MOON. I've always wanted to go into outer space!! It would be/look/feel so oso cool to go into outer space

Craters on the Moon

Score and Rationale:

Outcome 4.1.1—1.0 marks
- ideas are stated with few supporting details with limited connections to texts, brainstormings and prior knowledge

Outcome 4.1.3—1.5 marks
- ideas are random
- introduction and conclusion are present

Outcome 4.2.4—0.5 mark
- simple and limited language

Outcome 4.3—1.5 marks
- accurate spelling
- some punctuation is missing
- some capitalization is missing or is inappropriate

TOTAL SCORE: 4.5 marks

1301

Score 3.0 + 3.0

Rationale: 4.2.3 - The images, words and colour are effective.

4.2.4 - The t-shirt has a strong impact on the viewer. There are a number of images and phrases on the t-shirt.

14. What part of your t-shirt design celebrates space exploration?

3 marks

Mostly the bottom (Party celebrating the return of Julie Payette and the other astronauts)

1401

Explain how your t-shirt celebrates space exploration.

My t-shirt shows that you should celebrate space travel but always remember your home.

Score **2.5**

Rationale: **Explanation is connected to the design, but is lacking in elaboration.**

1302

Score 2.5 + 2.5

Rationale: 4.2.3 - Formatting options are used appropriately. Spacing and graphics are effective but font size and style detract from the picture.

4.2.4 - Appropriate meaning and emphasis was created, but not effective.

By the spaceship, the moon, and Mars.

1402

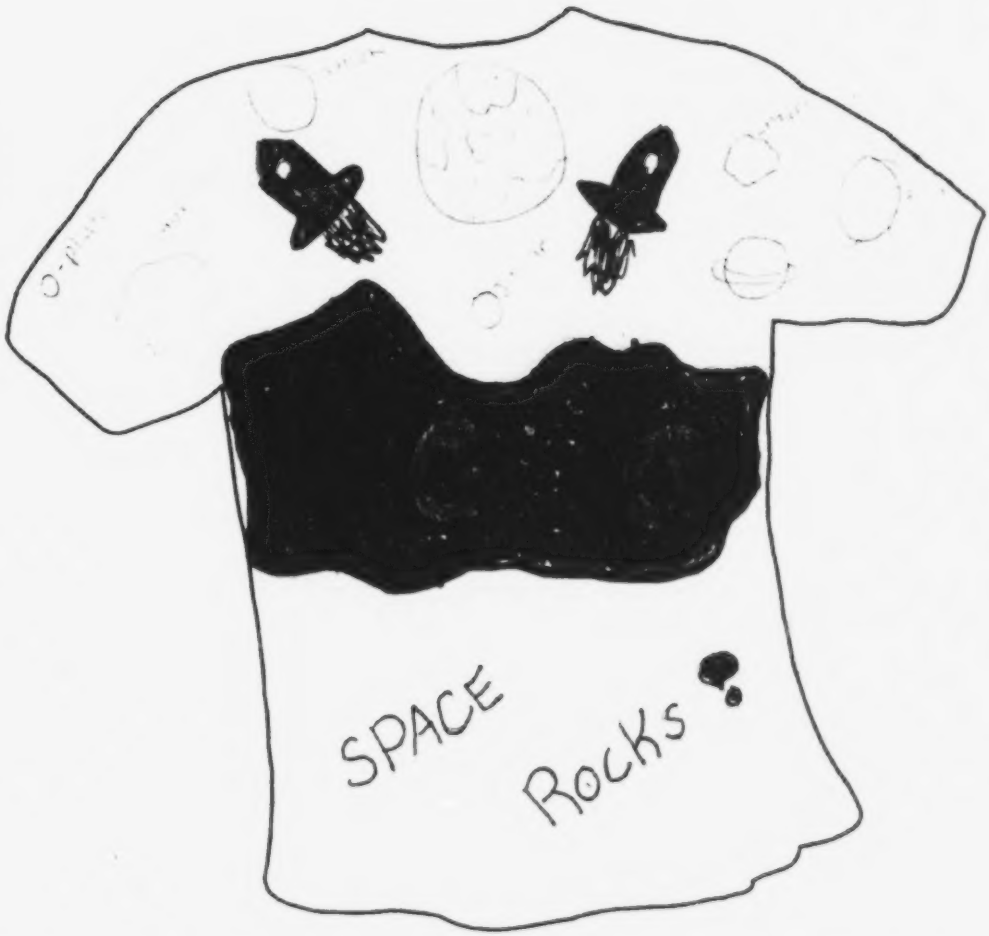
Explain how your t-shirt celebrates space exploration.

It shows a spaceship fly to mars.

Score 1.0

Rationale: Response is a list of what is on the t-shirt. Explanation of how it celebrates space exploration is missing.

1303



Score **3.0 + 2.0**

Rationale: 4.2.3 - The words and phrases celebrate space exploration.

4.2.4 - Images and phrases are appropriate, but do not make a strong impact.

the two rockets in the corners.

1403

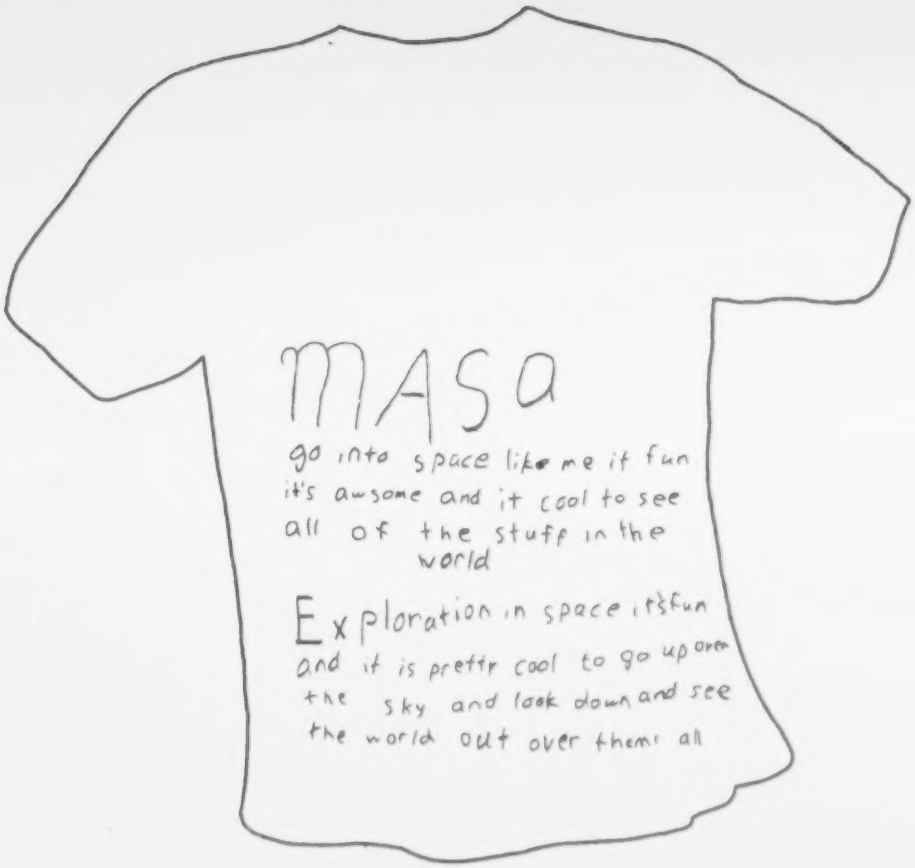
Explain how your t-shirt celebrates space exploration.

because you use rockets to go to space.

Score 1.0

Rationale: Response is a list of what is on the t-shirt. Explanation of how it celebrates space exploration is missing.

1304


MASA
go into space like me it fun it's awsome and it cool to see all of the stuff in the world
Exploration in space it's fun and it is pretty cool to go up over the sky and look down and see the world out over them all

Score **1.0 + 1.0**

Rationale: **4.2.3 - Spacing is inappropriate. Lacks graphics and colour. No variety of font style.**

4.2.4 - Lacks meaning and emphasis.

the part of go into space like me, its fun and cool

1404

Explain how your t-shirt celebrates space exploration.

it tell's how you lerane and how you see all of cool and good sidars.

Score 1.0

Rationale: Response is a list of what is on the t-shirt. Explanation of how it celebrates space exploration is missing.

1305

Score 1.5 + 1.0

Rationale: 4.2.3 - Spacing is appropriate. Image is appropriate but it is unclear how it celebrates space exploration.

4.2.4 - Does not use a variety of images and phrases.

BLANK

1405

Score **NR**

Rationale: _____

_____

_____

15.

1501

3 marks

Now that you have completed the test, write a journal entry to reflect on your learning over the past 3 days.

Think about:
- strategies you used;
- which strategies worked best for you and why; and
- what you still wonder about as a learner.

I have learned a lot over the past 3 days. The strategies I used to answer the questions were to take what I have learned from the readings and use that of course but I also had to look back at the readings to see if I missed anything of importance to answering the question that I was on. This strategy wasn't the only one that I used but it worked the best for me My other strategy was to just use what I read and not go back and check That didn't work too well until I improved that strategy I still wonder how I can combine both my own answer and the book's knowledge in a short, clear, and more defined answer.

Score **3.0**

Rationale: **All three sections were well detailed.**

1502

During my writing time some strategies I used was just to listen, read everything and sometimes even use prior knowledge.

For me, just listening and making sure that I read all of the instructions carefully and followed all of them. I didnt rush, I took enough time to have pretty detailed answers.

As a learner I still wonder what different strategies I could use as a writer.

Score 2.0

Rationale: - Identified strategy (e.g., "...to listen, read everything...")

- Reflection was explained

- Learning goal was stated and an attempt was made to explain the learning goal, but it was underdevebped.

1503

Stardate Dec 17 3003 (really 2003)
For the past three days I have been writing this L.A. exam. The strategy I used was read and respond. It worked well.
On day 1 I learned much about space.
On day 2 I learned there is less read and more respond on this test.
On day 3 I learned colouring hurts my hand.
What I still wonder about is... Can I make writing more enjoyable? Can I make easyer? If I can I'll like this test better!

Score **2.0**

Rationale: **Strategy was identified. Reflection was stated. Stated what she/he still wondered about as a learner.**

1504

These past 3 days were fun!!! Strategies I used was to look back over my work and check it. These strategies worked best because I listend to the words on the bottom and noticed alot of mistakes. But I still have 1 question. Are you a real astronaut?

Score **1.5**

Rationale: **Strategy was identified. Strategy was explained. Response did not identify a learning goal.**

1505

I used many stratgies in the last 3 days, such as brain storming and making charts. charts worked the best for me because by grouping things, it made it much easier to explain myself most clearly. I learned many things, although I still think my feet belong on the earths surface, I learned that space is full with excitment and adventure, and I would like to learn more so that maybe one day I will dream about a day or month on space.

Score 1.5

Rationale: Strategies were identified. Reflection was done with elaboration. Student's learning goal related to content, therefore was not credited

1506

I didn't really use a strategy I Just read the question then answered it and supporting my theory!!! ☺

Score 1.0

Rationale: **Only identified a strategy.**

1507

I have learned alot past these three days. I would sure like to do this again but different subject. My favorite part was the writing task I did pretty good I think. This journey I did was real fun I hope to do a different one in the feature. Or maybe some of the little kids can do one they would sure love do something like this.

Score 0

Rationale: **Response did not answer the question..**